STAAR®
Grades 6–8
2015

State of Texas Assessments of Academic Readiness

Test Administrator Manual

STAAR ★ STAAR L ★ STAAR A

Information about the Texas Student Assessment Program is available on TEA's Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/.

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General Information Resources

General Information Resources	
For general information related to	**Access**
the student assessment program	http://www.tea.state.tx.us/student.assessment/
STAAR	http://www.tea.state.tx.us/student.assessment/staar
STAAR Spanish, STAAR L, and TELPAS	http://www.tea.state.tx.us/student.assessment/ell
STAAR A and STAAR Alternate 2	http://www.tea.state.tx.us/student.assessment/special-ed
online testing (training, administration materials, technology assistance, and student tutorials)	http://www.TexasAssessment.com/resources
the master index of assessment resources	http://www.TexasAssessment.com/masterindex

Resources Available Online

Online Resources	
Reference materials available online include the	**Located at**
Test Security Supplement	http://www.tea.state.tx.us/student.assessment/security
2015 District and Campus Coordinator Manual	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Standardized Oral Administration (SOA) Resources	http://www.tea.state.tx.us/student.assessment/SOA
User's Guide for the Texas Assessment Management System	http://www.TexasAssessment.com/guide
STAAR L Tutorials and Resources	http://www.tea.state.tx.us/student.assessment/ell/staarl
STAAR A Tutorials and Resources	http://www.tea.state.tx.us/student.assessment/staara
Checklist for STAAR Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm

How to Use the 2015 STAAR Test Administrator Manual—Grades 6–8

The instructions in this manual explain the responsibilities of test administrators for the State of Texas Assessments of Academic Readiness (STAAR®), STAAR L, and STAAR A for grades 6–8, as well as the standardized oral administration (SOA) of STAAR grades 6 and 7 mathematics and reading and grade 8 science and social studies. You must carefully read this manual prior to administering any state assessment. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

> Keep this manual throughout the 2015 calendar year. See your campus coordinator for information on storing this manual between administrations.

Test Administrator Manual Organization

The *2015 STAAR Test Administrator Manual—Grades 6–8* includes program information and grade-band-specific test administration directions. Test administrators are required to have this manual with them during each test administration.

This manual contains the following:

- test administration calendar of events
- general information about STAAR, STAAR L, and STAAR A
- STAAR Time Limits Policies and Procedures
- allowable test administration procedures
- accommodations information
- test security and confidentiality requirements
- information about training, preparation, monitoring, and completing of test sessions
- test administration directions
- appendices addressing completing student identification information on the answer document, oral administration instructions, optional directions for the general tools available in TestNav, and test administrator and technology staff security oaths

This manual is designed to support test administrator activities. Features of the current design include the following:

- action-oriented checklists embedded in the text
- links to the variety of online resources in the NOTES column

Icons

The icons shown below are used throughout the manual. The icons will be located in the NOTES column.

This icon indicates additional information that is available online. The text located below the icons links to specific online resources.

This icon indicates a document found on the TEA website that supplements information in this manual, such as optional forms, checklists, or graphics.

This icon indicates a resource found on the Texas Assessment website that supplements information in this manual. The text below the icon is a link to the Texas Assessment webpage and resources.

The "NOTES" column is provided for your convenience, and can be used to jot down information; it also provides hyperlinks to various resources, as noted below.

This icon indicates online content.

The text indicates a link that can access additional information.

This manual is set up to represent a chronological checklist.

This icon indicates a resource on the TexasAssessment website.

This icon indicates a document on the District and Campus Coordinator Resources webpage.

STAAR

NOTES

District and Campus Coordinator Manual Resources

User's Guide for the Texas Assessment Management System

Materials Control Form

Training

Prepare for and Attend Test Administrator Training

All test administrators are required to receive annual training in test security, general testing procedures, and procedures unique to specific testing circumstances. Your campus coordinator will schedule and conduct your training session before testing begins.

❑ Review Manual

- Read this test administrator manual and review additional resources found online before the training session, as requested by your campus coordinator.
- Bring this manual to the training session.

❑ Attend Training

- Your campus coordinator will schedule and conduct your training session before testing begins. Topics may include the following:
  - test administrator roles and responsibilities
  - test security
  - scheduling test administrations
  - preparing for test administrations
  - testing with accommodations
  - precoded labels and answer documents
  - ensuring the submission of appropriate answer documents
  - new or revised elements on answer documents
  - completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
  - returning materials
- Bring notes of any questions you have regarding your responsibilities and address them at the training session.

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Calendar of Events
2015 Grades 6–8 Administrations

EVENTS		TEST ADMINISTRATION			
		MARCH	**APRIL**	**MAY**	**JUNE**
Test administrator training sessions		By 3/27	By 4/17	By 5/8	By 6/19
Test administrations	Writing	3/30–3/31 (G7)			
	Mathematics		4/20 (G8) 4/21 (G6, G7)		
	Reading	3/31 (G8)	4/22 (G6, G7)	5/12 (G8)	6/23 (G8)
	Social Studies		4/21 (G8)		
	Science		4/22 (G8)		

General Program Information

STAAR

The STAAR program includes STAAR, STAAR Spanish, STAAR L, and STAAR A. TEA implemented STAAR to fulfill requirements enacted by the Texas Legislature. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed.

- STAAR grades 3–8 includes assessments of mathematics, reading, writing, science, and social studies.

- STAAR EOC assessments are available for Algebra I, English I, English II, biology, and U.S. history.

- STAAR Spanish is available for students in grades 3–5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English versions.

- STAAR L is a linguistically accommodated version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies for English language learners (ELLs) who meet participation requirements. STAAR L is administered online with accommodations integrated into the online system.

- STAAR A is an accommodated version of the STAAR assessments for students who meet eligibility requirements. It is available in the same grades/subjects and courses as the STAAR assessments. STAAR A will be administered online and will include tools, accommodations to test selections and questions, and accessibility features.

STAAR Time Limits Policies and Procedures

The STAAR English I and English II assessments have a five-hour time limit. All other STAAR assessments have a four-hour time limit. Students must complete the test within the same school day. Campuses should use a clock or a timer to monitor test time. STAAR time limits policies and procedures are described below.

Start and Stop Times

Distribution of materials and the reading of the boldface, scripted test administrator "SAY" directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.
- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or exit their online tests.
- Stop time for the test session must be recorded on the seating chart.

Announcement of Time Left to Test

Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the time limit should submit what they have completed.

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on another day within the testing week.

- Each student must be allowed four hours (five hours for English I and II) in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

Breaks

Students are allowed to take breaks during the administration of STAAR assessments. Some breaks are included in the time limit; others require the test administrator to stop the testing time for the group or for an individual student. Breaks are classified in two ways:

- Breaks included in the time limit (not allowed to stop the time clock)
  - water breaks
  - bathroom breaks
  - snack breaks
  - short physical or mental breaks

- Breaks **NOT** included in the time limit (required to stop and restart the time clock)
  - lunch
  - emergency situations that significantly interrupt testing
  - consolidation and movement of students to another testing area
  - medical breaks

Test administrators should document stop and restart times when breaks are given.

Lunch

Students may stop testing to take a supervised lunch.

- The testing time must be stopped for a lunch break and will restart when students resume taking the test.
- Stop and restart times must be recorded on the seating chart.
- Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must exit the test.
- Students must be monitored by trained testing personnel and are not allowed to discuss any test content during lunch.

Multiple Test Sessions

Campuses may offer multiple test sessions per day as long as the time limit is maintained for each session. Sessions can start before the regularly scheduled school day and can extend beyond the regularly scheduled school day.

Accommodation Resources

Extended Time Accommodations

Extended time accommodations fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these accommodations are on the Accommodation Resources webpage.

- The extra time (same day) accommodation is for eligible students with disabilities and ELLs.
- The extra day accommodation is rare and is for eligible students with disabilities who have a TEA-approved Accommodation Request Form. This accommodation will be approved only in rare cases for students meeting specific eligibility criteria. Special procedures and guidelines for testing over multiple days will be provided with approved requests.

Allowable Test Administration Procedures and Materials for STAAR, STAAR Spanish, STAAR L, and STAAR A

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of these procedures or materials during instruction. A student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

Allowable test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to read the test aloud to facilitate comprehension
- reading aloud or signing the personal narrative, expository, or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student; however, if a student needs the entire test read aloud, the eligibility criteria for oral administration must be met
- making the following assistive tools available:
    - scratch paper
    - color overlays
    - blank place markers
    - magnifying devices
    - highlighters, colored pencils, or crayons
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task

Allowable Test Administration Procedures and Materials

Accommodation
Resources

Accommodations Information

Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELLs to participate meaningfully in grade-level or course instruction and testing activities. Information regarding allowable accommodations can be found on the Accommodation Resources webpage.

It is up to the campus testing coordinator to provide test administrators with information and training about the accommodations that a student is to receive on test day.

Accommodations for Students with Disabilities

The following types of accommodations are available to students with disabilities. This includes students receiving special education or Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition.

- Type 1—accommodations approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., admission, review, and dismissal (ARD) committee; ARD committee in conjunction with the language proficiency assessment committee (LPAC); Section 504 placement committee; response to intervention (RTI) team; student assistance team). It is not necessary to submit an Accommodation Request Form to TEA for a Type 1 accommodation.

- Type 2—accommodations requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, submit an Accommodation Request Form to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a testing accommodation may occur just prior to or on the day of the state assessment. If the student's needs can be met with an allowable procedure or material, it should be made available to the student during testing. If the student's needs require the use of a Type 1 or Type 2 accommodation, contact your campus coordinator for guidance.

Linguistic Accommodations for ELLs

Linguistic accommodations address the unique needs of students who are acquiring a new language. These accommodations are intended to decrease the effect of linguistic difficulties ELLs experience when learning and demonstrating knowledge and skills in English.

Linguistic accommodations are available for eligible ELLs taking state assessments. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. The linguistic accommodations available on state assessments are found on the Accommodation Resources webpage.

Oral Administration

Oral administration refers to the testing accommodation in which a test administrator provides reading support through speech and/or signing to a student who meets the eligibility criteria. The eligibility criteria are located in the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage. Information regarding oral administration may be found in Appendix B. This appendix does not address the functionality of the standardized oral administration (SOA), which is offered statewide as an online option for oral administration in several grades and subjects in the 2015 calendar year. Additional information about SOA can be found on the Standardized Oral Administration webpage.

Considerations for Testing with Accommodations

Because testing accommodations may affect how students' test sessions are conducted (e.g., Extra Time, Oral Administration), the guidelines below must be followed.

- The test administrator must receive additional training when required to administer tests with accommodations. If using a Type 1 or Type 2 accommodation, the test administrator will need to read the Special Instructions/Considerations section of the applicable accommodation policy and be trained on specific guidelines attached to an approved accommodation request.
- A test administrator must receive additional training if providing students with an oral administration. Test administrators giving an oral administration must be trained on Appendix B of this manual.
- The test administrator should discuss the accommodations with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment. This includes, in some cases, explaining to students the level of reading support the test administrator is allowed to provide during the test based on the documentation in the appropriate paperwork.

Please contact your campus coordinator if you have any questions about providing or implementing testing accommodations.

Accommodation Resources

Standarized Oral Administration Resources

Test Security Supplement

District and Campus Coordinator Manual Resources

Texas Education Code

Texas Administration Code

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023 and §39.027, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and the *District and Campus Coordinator Manual*.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. Other steps districts must take to maintain proper security include but are not limited to

- verifying, upon receipt from the state's testing contractor, that all materials boxes have been accounted for and match the proof of delivery on the shipper's bill of lading and the district packing list contained in Box 1 (white box) of the shipment;
- ensuring that all campuses immediately inventory all materials received from the district testing coordinator;
- immediately notifying the state's testing contractor of any discrepancies identified between the materials received and the district and campus packing lists included in Box 1 of the district and campus shipments;
- placing test materials in secure, limited-access, locked storage when not in use;
- collecting and destroying immediately after each test administration any state-supplied reference materials, recordings, and graph paper or scratch paper that students have written on during the test;
- ensuring when testing has concluded that all secure materials assigned to individual campuses have been inventoried and packaged in accordance with the procedures detailed in this manual; and

- maintaining inventory and shipping records (bills of lading, pallet detail reports, district and campus packing lists, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials by the testing contractor cannot be confirmed.

District testing coordinators are ultimately responsible for ensuring that all secure test materials have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials, including test booklets, online assessments, student authorizations, and completed answer documents. This requires compliance with, but is not limited to, the following guidelines.

- All testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments before handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Texas Assessment Management System, delivered through PearsonAccess, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission **must** first be obtained from TEA.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain either student compositions or short answer responses.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be reminded that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign an additional section of the test administrator oath.

*Test Security
Supplement*

■ No person may review or discuss student responses or solicit information from students about test questions during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement*.

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

■ placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term

■ issuance of an inscribed or non-inscribed reprimand

■ suspension of a Texas educator certificate for a set term

■ revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including a comprehensive 14-point plan designed to assure parents, students, and the public that

test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

NOTE: All certified or noncertified personnel who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath. Noncertified personnel must be under the supervision of certified personnel.

Security oaths are available in Appendix D of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Test administrators are required to sign security oath(s) only once for the 2015 calendar year. All oaths are valid for 2015 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period.

Refer to the associated section in the *User's Guide for the Assessment Management System* for more information about the online testing confidentiality statement.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

Serious Irregularities

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- viewing secure test content before, during, or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials)
- discussing secure test content, student responses, or student performance

Student Assessment Test Security

Oaths

User's Guide for the Assessment Management System

- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA
- fraudulently exempting or preventing a student from the administration of a required state assessment

Procedural Irregularities

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus testing coordinator, or district testing coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.

Monitoring Error

- A test administrator did not verify that students filled in their responses on their answer document.
- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.

- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic devices to take pictures, share postings, or send messages.
- A student was allowed to remove secure materials from the testing area.

Other Procedural Errors

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.
- A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A student was provided an unallowable accommodation.

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in sanctions.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When incidents occur, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

Investigating and Reporting Other Irregularities

Most of the irregularities district coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations.

Students Using Electronic Devices to Capture or Transmit Secure Test Content

TEA considers it a serious violation if a student photographs or duplicates secure test content or disseminates this information using an electronic device. It is considered a serious testing irregularity if a student takes pictures or transmits any test information using electronic devices, and TEA must be contacted immediately. A district may be asked to submit an Online Incident Report and student test results may be invalidated.

Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to:

- invalidate the student's test by marking the score code "O" for "Other" on the student answer document or in the online form for the corresponding test;
- submit a separate serious Online Incident Report form if the district determines that testing personnel contributed to the cheating, and submit a procedural irregularity report if the cheating occurred due to inadequate monitoring;
- complete the Locally Determined Disciplinary Actions (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Online Incident Report

Reporting Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the LDDA Form which can be accessed online.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring. For more information about test security, refer to the *Test Security Supplement*.

Test Security Supplement

Training

❏ Review the Manual

- Read this test administrator manual before the training session and, as requested by your campus coordinator, review additional resources found online.
- Bring this manual to the training session.

❏ Attend Training

- All test administrators are required to receive annual training. Your campus coordinator will schedule and conduct your training session before testing begins and will aid you in becoming familiar with the Assessment Management System and TestNav, if applicable. Topics may include the following:
  - test administrator roles and responsibilities
    - maintaining security of test materials until returned to the coordinator,
    - preparing and distributing test materials in the classroom for each administration,
    - implementing the test administration processes and procedures stated in the manuals,
    - monitoring and maintaining test security,
    - reporting any suspected violation of test security to the campus coordinator, and
    - preparing test materials for return to the campus coordinator at the conclusion of test administrations.
  - test security
  - scheduling test administrations
  - preparing for test administrations
  - testing with accommodations
  - monitoring test administrations
  - verifying precoded labels and answer documents
  - conducting online test sessions
  - ensuring the distribution of appropriate answer documents
  - completing answer document fields
  - returning materials to the campus coordinator

District and Campus Coordinator Manual Resources

❏ Receive Your User ID and Password for the Texas Assessment Management System for Online Testing, if Applicable

- Your campus or district coordinator will create your role-specific user account.
- Your login information will give you access to both paper and online testing functions and will ensure that you see only the data and functions that you need.

User's Guide for the Texas Assessment Management System

Texas Assessment Management System Practice Center

Training Resources

Web-Based Test Administrator Training Modules (Optional)

❏ Review Resources for Online Testing

- Access and review the *User's Guide for the Texas Assessment Management System* to become familiar with information about how to set up and manage test sessions.
- Access and review the following training resources:
  - The Practice Center mirrors the operational Assessment Management System and simulates all activities related to managing test sessions.
  - The Texas-Specific Testing Tools Tutorial includes all the general tools that may appear in online tests.
  - The SOA tutorials allow students to practice using the Text-to-Speech Accessibility Panel and become familiar with other tools available in TestNav.
  - The STAAR L tutorials allow students to practice using the linguistic accommodation tools and become familiar with other tools available in TestNav.
  - The STAAR A tutorials allow students to practice using the accessibility features and embedded accommodations and become familiar with other tools available in TestNav.
- Other resources for online testing include the following:
  - PearsonAccess Overview Training Modules
  - PearsonAccess Frequently Asked Questions (FAQs)

❏ Complete Web-Based Test Administrator Training Modules (Optional)

- Web-based test administrator training modules are available to supplement the mandatory training of all district personnel involved in testing. This training is optional but recommended. The three modules, available for viewing in an individual or group setting, each take about an hour to view. Topics covered in the training modules include the following:
  - active monitoring
  - distribution of test materials
  - proper handling of secure materials

❏ Review and Sign the Test Administrator Security Oath

- Understand your obligations concerning test security and confidentiality.

- Initial and sign an oath following the general training on test security and test administration procedures and before handling secure test materials.

- Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments must receive additional training and confirm compliance with state confidentiality requirements by initialing and signing the statements provided on the oath.

> Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Testing

❏ Review Testing Rosters to Ensure Students Are Appropriately Placed

■ Students taking STAAR may be grouped across programs, grades, and subject areas or courses in some cases.

■ Test sessions in which students are given different assessments will be organized by your campus coordinator in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.

■ A student who uses certain testing accommodations may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

❏ Prepare for Testing with Accommodations

All test administrators should review the essential documents for administering accommodations. In addition to those noted in the "Accommodations Information" section of this manual, refer to the following specific instructions available on the Accommodation Resources webpage.

■ General Instructions for Administering Braille State Assessments document

■ General Instructions for Administering Large-Print State Assessments document

■ General Instructions for Administering State Assessments to Students Who Are Deaf or Hard of Hearing document

❏ Prepare ELLs for Testing with Linguistic Accommodations

■ Ensure that students have any materials needed for their linguistic accommodations (e.g., a bilingual dictionary).

■ Talk to students who will be receiving linguistic accommodations prior to the test session to let them know how their test will be conducted and the types of assistance they are eligible to receive. Though students should be familiar with using the accommodations in instruction, you may need to review particulars about using them in a standardized testing situation.

❏ Prepare for Online Testing

■ Be prepared to aid your campus coordinator in preparing materials for testing if you are asked to do so. This may include the following:

● setting up test sessions

● verifying and correcting student information

Accommodation Resources

General Instructions for Administering Braille State Assessments

General Instructions for Administering Large-Print State Assessments

General Instructions for Administering State Assessments to Students who are Deaf or Hard of Hearing

STAAR L Resources

Information on setting up test sessions and verifying and correcting student information can be found in the *User's Guide for the Texas Assessment Management System*.

- Prepare students for online testing by reviewing the following student tutorials:
  - STAAR SOA tutorial
  - STAAR L tutorial
  - STAAR A tutorial
  - Texas Specific Testing Tools tutorial
- Campus coordinators, test administrators, or technology staff must generate and print student and proctor authorizations at least one day before the test administration.
  - Student authorizations contain the URL that students must enter into a browser to access TestNav and the unique username and test code needed to log in to take the test.
  - Proctor authorizations are used by test administrators to log in to an oral/signed administration in TestNav.
  - If a student is receiving an oral/signed administration of an online assessment, the student must be assigned to a test session where "Yes" is selected from the Read Aloud by Test Examiner drop-down menu. Information on assigning students to a test session can be found in the *User's Guide for the Texas Assessment Management System*.
  - Student and proctor authorizations must be stored in a secure location prior to the test administration.
  - Information on printing student and proctor authorizations can be found in the "Viewing and Printing Authorizations" section of the *User's Guide for the Texas Assessment Management System*.

❏ Prepare the Testing Environment

- No element of the testing room environment should hinder any student's performance.
- A "Testing—Do Not Disturb" sign should be posted outside the testing room.
- Bulletin boards and instructional displays that could aid students during testing must be covered or removed.
- Clocks (either analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer work stations used for testing must be cleared of books and other materials not required for the test.
- To support test security for online administrations, test administrators should make a determined effort to prevent students from seeing one another's monitors.
- Ensure that there is one pair of headphones per student for administrations of SOA, STAAR L, and STAAR A in which multiple students are tested in the same room.

User's Guide for the Texas Assessment Management System

Seating Charts

❏ Ready Seating Charts for Each Test Session

- Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
- Additional seating charts must be completed if students are moved to another room during testing.
- Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.

❏ Receive Test Materials from Campus Coordinator and Prepare for Distribution

Test administrators for paper administrations must ensure that the required materials described below are available on the day of testing.

- two No. 2 pencils with erasers per student
- one test booklet per student
- one answer document per student
- one answer document for demonstration purposes
- additional answer documents to replace unusable ones
- one copy of the test booklet for the test administrator (if applicable)
- dictionaries (for STAAR and STAAR A grades 6–8 reading and STAAR and STAAR A grade 7 writing)
- calculation devices with graphing capability (for STAAR, STAAR L, and STAAR A grade 8 mathematics)

Districts also have the option of providing thesauruses for STAAR and STAAR A grades 6–8 reading and STAAR and STAAR A grade 7 writing.

Test administrators for online administrations must ensure that the following required materials are available on the day of testing:

- Test Session Roster(s)
- student authorizations
- pencils or pens for use with scratch paper and graph paper
- dictionaries (for STAAR and STAAR A grades 6–8 reading and STAAR and STAAR A grade 7 writing)
- calculation devices with graphing capability (for STAAR, STAAR L, and STAAR A grade 8 mathematics)

STAAR Dictionary Policy

STAAR Calculator Policy

Test administrators must be thoroughly familiar with the dictionary policy that has been established for STAAR. Refer to the STAAR Dictionary Policy for more information.

Test administrators must be thoroughly familiar with the calculator policy that has been established for STAAR. Refer to the STAAR Calculator Policy for more information.

Reference materials and graph paper for STAAR mathematics and science assessments are included in the test booklets as applicable. These materials are printed on perforated pages so that students can remove them and use them during the test administration. For students participating in online administrations, reference materials and graph paper are available in the online assessment in TestNav. Paper versions of these materials that are specifically appropriate for online test administrations may be downloaded and printed from the Texas Assessment Information webpage.

Texas Assessment Information

❏ Inventory All Secure Materials Issued and Initial the Materials Control Form

Test booklets will be issued to test administrators and recorded on the Materials Control Form using the nine-digit security number printed on the back of each booklet. An example is shown below. Ignore the digit after the hyphen.

10000 0000 –1

STAAR Materials Control Form
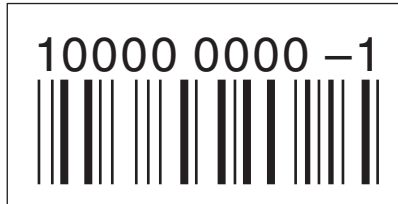
- Test booklets will be checked out to test administrators each day. You will return all your assigned test materials to your campus coordinator after each test session.

- The Materials Control Form has columns labeled "Day 1" and "Day 2" to track test booklets because some booklets are used over multiple testing days.

- After you have verified that you have received the exact number of test booklets issued to you on the Materials Control Form, initial the "Out" box for the appropriate day. Your initials signify that you have received the test booklets assigned to you, as recorded on the Materials Control Form, and that you have signed your security oath.

Monitor Paper and Online Administrations

> **Test administrators are responsible for test security and confidentiality in the testing room. Testing personnel are required to report any suspected violations of test security and confidentiality to the campus or district coordinator. If a situation arises that you do not know how to resolve, contact your campus coordinator immediately.**

❏ Ensure Proper Testing Procedures

Test sessions must be conducted under the best possible conditions. Follow the procedures listed below to ensure the security and confidentiality of the STAAR assessment program and the uniform evaluation of all students throughout the state.

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. With the exception of running TestNav, students are **NOT** permitted Internet access during testing.

- Grade 8 students testing in mathematics can use a graphing calculator application on a tablet. Internet capabilities must be disabled on the tablet, and the calculator application being used must be locked down (in kiosk mode). Districts should be aware that some graphing calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

- A trained test administrator must be present in each testing room at all times during testing. There must be at least one test administrator for every 30 students.

- Districts may establish starting times for testing.

- A student who arrives after a test session has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing.

- Test administrators must actively monitor the testing room while students are working.

- Test administrators should
  - confirm that students are working only on the subject-area assessment being administered that day,
  - verify that students have access only to allowable materials, and
  - ensure that students are marking their responses on the correct section of the answer document.

- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.

- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.

- Students participating in paper administrations must mark their answers on an answer document with a No. 2 pencil. **Answers marked in a test booklet will not be scored.**

- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents. Test administrators may say, **"Remember that you must record your responses on the answer document."**

- Students will not be allowed to record their responses on their answer documents after the time limit has expired.

- Test administrators are not allowed to require students participating in paper administrations to mark their answers in the test booklet before transferring them to the answer document.

- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session. Test administrators may say, **"Be sure to erase any stray marks that you might have accidentally made on your answer document."**

- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited. Providing this type of assistance to students can result in the invalidation of their tests and can compromise the assurance that all individuals are equitably assessed in accordance with the guidelines for standardized assessments.

- Test administrators must alert students to the time remaining in the test session in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who have not completed their tests within the allotted time limit must submit what they have completed.

- Students must remain seated during testing except when they are receiving or returning authorized testing materials.

- Students are not allowed to talk to one another while testing is in progress.

- After students submit their tests online, or after their paper tests are collected, students may be allowed to quietly read books or leave the testing room.

Breaks

- Test administrators may allow students to take brief breaks in the testing room during a test session. Refer to the "STAAR Time Limits Policies and Procedures" section for more details.

  - Breaks are not mandatory.

  - During breaks, students must not discuss the content of the test. Test booklets must be closed with answer documents inside. Online tests must be exited.

  - If a student leaves the testing room for an extended period of time and returns, the campus coordinator must decide whether confidentiality has been breached and if it is appropriate for the student to continue testing.

- Students in an online test session should exit their tests for breaks. To exit the test, students click the *Exit* button at the top-right corner of the screen, click the

radio button next to "I want to exit this test and finish later," and then click the **Finish Later** button. Students must **NOT** choose the option to submit the test and click the **Final Submit** button at this time. The test administrator must provide assistance for students who need help exiting their tests.

■ A student cannot resume an online test until a test administrator authorizes the student to do so. To resume a student's test, follow these steps.

1. Go to Test Management > Manage Test Sessions.

2. Click the session name to go to the *Session Details* screen.

3. Select the checkbox for the student on the *Session Details* screen.

4. Click the **Resume Test** button. The Status column should display a purple "Resumed" to indicate that the student's test can be resumed.

NOTE: You cannot resume a student who has a "Ready," "Resumed," "Resumed-Upload," "Submitted," "Marked Complete," or "Complete" status.

5. The student should open a browser and type in the TestNav URL and log in using the same username and test code as before.

Emergencies

If a school emergency arises that represents an actual or potential danger to students (such as a fire alarm), students should go quietly outside, following campus regulations for exiting the building. In the case of online administrations, testing staff should not instruct students to exit their test sessions. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. The students should resume testing once the building has been cleared for reentry.

Unusable or Defective Test Materials

If a test booklet or answer document becomes unusable at any point during a test session, contact your campus coordinator for guidance.

Writing Assessments

Ensure the procedures below are followed during the grade 7 writing assessment.

■ The test administrator may read aloud or sign the writing prompt to any student who requests this assistance.

■ Reading or discussing student compositions is not allowed at any time.

■ At no time before, during, or after the administration of the assessment are test administrators permitted to assist students with their written compositions.

■ The test administrator must not do the following:

• elaborate on the prompts

• give students an opening and/or closing sentence

• give students an outline for organizing their compositions

• give students ideas about how to develop their compositions

• translate the prompts into another language (except sign language)

❏ Start Online Test Sessions

- Immediately prior to testing, test administrators must provide each student his or her own student authorization.

- Start the test session.

  - A test session must be started before students in the test session can log in and begin taking a test online. To start a test session, follow these steps.

    1. Go to Test Management > Manage Test Sessions.

    2. Select "Test Sessions" from the **View By** options set.

    3. Click the session name to go to the *Session Details* screen.

    4. Click the **Start** button.

    5. Click **Yes – Start Session** button.

  - Once the test session is started, the student will launch a browser, enter the TestNav URL, and log in using the username and test code provided in the student authorization. After the student enters the TestNav URL, the student may see a security warning message concerning Java and will need to click the **Yes, Allow,** or **Don't Block** button to enable Java for TestNav.

  - The test administrators will guide students through logging in to TestNav and beginning the test.

❏ Monitor and Manage Online Test Sessions

- After a session is started and students log in, you can monitor the status of all students assigned to a test session from the *Session Details* screen.

  - The color-coded words in the Status column indicate a student's test status.

  - Remember to occasionally refresh the screen.

  - Refer to the *User's Guide for the Texas Assessment Management System* for more information on monitoring and managing test sessions.

- If students are not present for the online test session for which they were originally scheduled, contact your campus coordinator. The student may be moved to a make-up test session. Any student authorizations previously printed will need to be destroyed and new authorizations printed to provide a new test code for the student.

> Test administrators should remind students that they should finish the test and be satisfied with their responses before the test is submitted. Once a test is submitted, it cannot be restarted by the test administrator.

User's Guide for the Texas Assessment Management System

❏ Answer Students' Questions

Test administrators may answer questions about test directions or procedures. Test administrators are never allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can."** Unless specifically directed to do so by test administration procedures, test administrators and campus personnel are not allowed to do the following:

- translate test questions or passages, including the written composition prompt, into another language (except sign language)
- rephrase or add information to questions or the prompt
- view or discuss test questions with anyone before, during, or after testing
- score test questions or discuss with students how they performed

❏ Collect Test Materials

Some students may finish testing earlier than others. After their test materials have been collected, students may be allowed to quietly read or to leave the testing room.

Before a student leaves the room, the test administrator must scan the completed answer document to be sure the student has recorded answers as instructed. If the student has not done so and time remains in the four-hour time period, the test administrator must say, **"You have not recorded your responses on the answer document. Please go back and mark your answers on it now."** The testing materials should then be returned so that the student may record his or her answers. Students will **NOT** be allowed to record answers on the answer document after the four-hour time period ends.

- Test administrators may not look at or comment on answers to individual test questions or point out individually skipped test questions.
- Test responses, which include the written compositions, multiple-choice questions, and griddable questions, cannot be scored unless they appear on an answer document. Transcription may be needed due to a damaged answer document or due to a student having a temporary or permanent disabling condition. If transcription is required, contact your campus coordinator.
- Report any blank answer documents to your campus coordinator.

Basic
Transcribing

Complete Paper Administration Process

After testing, complete the following tasks before you return your materials to the campus coordinator.

❏ ## Account for All Test Booklets and Answer Documents

■ Make sure that the name of each student is written on his or her test booklet before you collect it.

■ Verify that no students' answer documents have been left inside the test booklets.

❏ ## Ensure That Answer Document Fields Have Been Completed

■ If directed by your campus coordinator, ensure that the TEST TAKEN INFO (if applicable), SCORE CODE, and ACCOMM. (if applicable) fields on the student's answer document have been completed using a No. 2 pencil.

❏ ## Return Test Materials to the Campus Coordinator

■ Immediately after each test session, the test administrator must return all test materials to the campus coordinator. As appropriate, test materials will be redistributed before the next test session.

■ Test booklets and answer documents must be separated and counted. Return the following materials to your campus coordinator:

• answer documents to be scanned

• voided answer documents

• unused answer documents

• used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions

• voided and/or unused precoded labels

• typed or recorded materials and handwritten student responses on scratch paper

• all seating charts with start and stop times recorded

■ Your campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will then initial the "In" box.

■ Your signed oath of test security and confidentiality will be retained by your campus coordinator for five years.

> The *STAAR Test Administrator Manual—Grades 6–8* should be retained throughout the calendar year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

Answer
Documents
Features Sample

STAAR Materials
Control Form

Complete Online Administration Process

User's Guide for the Texas Assessment Management System

❏ Verify Testing Status

- The test will be submitted for scoring via the Assessment Management System as soon as the student clicks the **Final Submit** button. After a student has clicked the **Final Submit** button, that student's status will automatically be updated to "Completed" in the Status column on the *Sessions Details* screen. If a student clicked the **Final Submit** button accidentally but wished to finish the test, the campus coordinator must call Pearson's Austin Operations Center.

- Students who cannot finish their tests due to illness or a testing irregularity should not click the **Final Submit** button. The test should be exited and marked as complete by the appropriate campus personnel (this permission is given to test administrators and campus testing coordinators by the district testing coordinators). Campus personnel can mark a test complete by selecting the checkbox for the student(s) on the *Session Details* screen and clicking the **Mark Test Complete** button. The district must determine whether the student's score code should be "Other" for an illness or testing irregularity or if the student's responses should be submitted for scoring by leaving the score code set to the default "Score."

❏ Assign Score Codes and Accommodation Information

If directed by your campus coordinator, assign score codes and accommodation information on the *Student Test Details* screen.

Score Codes

For students whose scores have not automatically been submitted through TestNav, it may be necessary to assign score codes in the Assessment Management System.

- Use the following instructions to enter score codes.
    1. Go to Test Management > Manage Test Sessions and select the appropriate session name.
    2. Click on a student name in the *Session Details* screen.
    3. Click the **Edit** button on the *Student Test Details* screen to enter score code information.
    4. Click on the drop-down menu for the appropriate STAAR assessment and select a score code.
    5. Click the **Save** button.

Accommodations for Students with Disabilities

In the accommodations drop-down menus on the *Student Test Details* screen, indicate that an accommodation was made available to a student, even if the student did not use the accommodations during testing. If no accommodations are made available to a student, the fields should be left in the "<select>" position.

- General Accommodation (GA)—Select "1=Yes" from the drop-down menu if a Type 1 or Type 2 accommodation was made available to the student.
- Large Print (LP)—Select "1=Yes" from the drop-down menu next to "Large Print" if this accommodation was made available to the student.
- Standardized Oral Administration (SOA)—If the student took SOA, "1=Yes" will be selected from the drop-down menu.
- Extra Day (XD)—Select "1=Yes" from the drop-down menu next to "Extra Day" if this accommodation was approved by TEA and made available to the student. An Accommodation Request Form must be submitted to and approved by TEA before a student receives an Extra Day accommodation.

Linguistic Accommodations for ELLs

In the "Linguistic Accommodations" drop-down menu on the *Student Test Details* screen, indicate that a linguistic accommodation, documented by the LPAC, was made available to a student, even if the student did not use the accommodations during testing. If no accommodations are made available to a student, the fields should be left in the "<select>" position.

For students taking STAAR L, it is **NOT** necessary to record the accommodations of clarification of word meaning in English and reading aloud of text. These accommodations are provided for all students who take STAAR L tests online.

❏ Stop the Session

- All students in the session must be in "Completed" or "Marked Complete" status.
- Click the **Stop** button located on the upper-left corner of the *Session Details* screen to close the test session. For more information, refer to the "Stopping a Test Session" section in the *User's Guide for the Texas Assessment Management System*.

Accommodation
Resources

*User's Guide
for the Texas
Assessment
Management
System*

❏ Return All Student Authorizations, Session Rosters, and Test Administration Materials to the Campus Coordinator

- Student authorizations and any reference materials, scratch paper, or graph paper used during testing must be returned to the campus coordinator after the test session.

> The *STAAR Test Administrator Manual—Grades 6–8* should be retained throughout the calendar year. Additional manuals will not be distributed with each administration. See your campus coordinator for information on storing the manual between administrations.

Test Administration Directions

Guide to the Test Administration Directions

You **must** read this section before administering any state assessment.

This section contains the directions for the STAAR, STAAR L, and STAAR A test administrations for grades 6–8, as well as SOA for grades 6 and 7 mathematics and reading and grade 8 science and social studies.

Two sizes of call-out boxes are used in the test administration directions. The narrow call-out boxes contain procedural instructions that test administrators need to know but that do not have to be read aloud to students. These instructions may refer to individual subjects, multiple subjects, or program-wide information.

Here is an example of what might be found in a narrow call-out box:

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

The wide call-out boxes in the test administration directions contain subject- or program-specific instructions that should be read aloud to students, if applicable. Directions for students taking specified administrations are presented in these kinds of call-out boxes (such as those instructing the proper use of reference materials).

The text at the beginning of the wide boxes indicates for which administrations the test administrator should read the directions. If the directions in these call-out boxes do not pertain to the test you are administering, do not read this material aloud to students.

Here is an example of what might be found in a wide call-out box:

> ### *For ELLs receiving the linguistic accommodation of clarification in English of words in writing prompt:*
>
> **SAY** **I have already talked to you about the kind of help I can give you. If you do not understand English words in the prompt, I can help you. Do you have any questions about the help you may receive?**
>
> *Answer all questions. When students are ready, continue.*

Sections containing instructions for multiple subjects also use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the sentence, **"Today you will be taking the [SUBJECT-AREA] test of the State of Texas**

Assessments of Academic Readiness, or STAAR," you should verbally fill in the subject area as you are reading the material to students.

You must follow the directions presented in this section exactly as they are written.

There are two sets of paper test administration directions in this section:

- STAAR writing (Day 1 and Day 2)
- STAAR mathematics, reading, science, and social studies

The test administration directions for grade 7 writing contain instructions for the two-day writing test. For STAAR, each administration day will consist of revising and editing questions and one written composition. Ensure that dictionaries are provided to students in accordance with the STAAR Dictionary Policy for the grade 7 writing and grades 6–8 reading administrations only.

Before reading the administration directions aloud, distribute the following materials to your students if they do not already have them:

- two No. 2 pencils with erasers per student
- answer documents (Make sure that each student receives the document with his or her name on it.)
- dictionaries (for STAAR and STAAR A grades 6–8 reading and STAAR and STAAR A grade 7 writing)
- calculation devices with graphing capabilities (for STAAR, STAAR L, and STAAR A grade 8 mathematics)

Districts also have the option of providing thesauruses for STAAR and STAAR A grades 6–8 reading and STAAR and STAAR A grade 7 writing.

If any students do not have a precoded answer document, certain student identification information must be completed before the test session. You may be asked to hand-grid all or part of this information on blank answer documents for these students. Contact your campus coordinator for specific directions for hand-gridding answer documents. If the students are to complete this information, read to them the instructions in Appendix A.

Students must use a No. 2 pencil to mark their answer documents. They may write in their test booklets or on the graph paper provided. Students may use scratch paper if needed. Refer to the Allowable Test Administration Procedures and Materials document for more information.

There are five sets of online administration directions in this section:

- STAAR L mathematics, science, and social studies
- STAAR A writing (Day 1 and Day 2)
- STAAR A mathematics, science, and social studies
- STAAR A reading
- STAAR SOA grades 6 and 7 mathematics and reading, and grade 8 science and social studies

> **NOTE:** It is recommended that students complete the available online tutorials prior to the test administration. These tutorials allow students to practice using and become familiar with the tools available in TestNav. Appendix C contains an optional component for students who have not yet completed a tutorial or who need an additional review of the general tools available in TestNav.

Before reading the online administration directions aloud, distribute the following materials to your students if they do not already have them:

- student authorizations
- pencils or pens for use with the scratch paper
- headphones for test sessions in which multiple students are being tested

Test administrators must be thoroughly familiar with the dictionary and thesaurus policies and the calculator policies that have been established for STAAR.

> The STAAR L administration directions are written in a way that assumes students have had experience with griddable item formats. You may access and print enlarged screenshots of the appropriate grade and subject griddable item formats for use as you explain them, if necessary.

STAAR L
Griddable Items

Testing Accommodations

You may have students in your test session who are receiving testing accommodations. These include linguistic accommodations and accommodations for students with disabilities. Testing accommodations may affect how students' test sessions are conducted (e.g., Extra Time). Your campus testing coordinator will provide you with specific instructions on the use of accommodations for students you are testing. If you have any questions about providing or implementing accommodations, please contact your campus testing coordinator. You should talk to students who will be receiving accommodations **in advance** of the test session to explain what materials or types of assistance will be available to them during the assessment.

Special Considerations for ELLs

For all components of the STAAR program, test administrators are allowed to help ELLs understand the directions that are read aloud before the test begins (the "SAY" directions) as well as the directions that introduce particular test sections or item formats. The test administrator is permitted to paraphrase, translate, repeat, or read aloud these types of directions if the student requests assistance. The test administrator is not permitted to

add directions that are substantively different (e.g., give pointers, mention test-taking strategies, etc.).

In isolated situations, if completing an assessment is not in the best interest of a student (e.g., a newly arrived ELL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete the test. This decision should be documented and communicated to the student's parents after the test administration.

Oral Administration

Oral administration is an accommodation in which test questions and answer choices for mathematics, reading, science, and social studies tests may be read aloud or signed to eligible students. Before conducting an oral administration, test administrators should read the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage, be trained on Appendix B, and sign the appropriate section of the test administrator oath.

> Please contact your campus coordinator immediately if you are missing any needed materials or if you have any questions about providing or implementing testing accommodations.

Test Administration Directions for STAAR Grade 7 Writing (Day 1)

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**
>
> The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator should say, for example, **"All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period."**

Students may work through the Day 1 sections in any order that works best for them. Students are not permitted to open or work on the Day 2 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in italics is information meant for you and should not be read aloud to students.

SAY   **Today you will be taking the first part of the writing test of the State of Texas Assessments of Academic Readiness, or STAAR. It is important for you to do your best. I am going to give each of you a test booklet. When you get your booklet, do not open it or write on it yet. Also, do not break the seal on the edge of your booklet until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give a test booklet to each student.

SAY   **Now look at your answer document. Does everyone see "GRADE 7 WRITING" on the right-hand side of your answer document?**

Assist any students who do not have the correct answer document.

SAY **Look at the front of your test booklet. Does everyone see "GRADE 7 Writing" on the front of your booklet?**

Assist any students who do not have the correct test booklet.

Students must write their first and last names on their test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information follow.

SAY **Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.**

When all students are ready, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Now find the words "TEST BOOKLET #" at the top of your answer document.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy the nine-digit number from the back of your test booklet into the boxes beside the words "TEST BOOKLET #" on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

If you choose to have students fill in the FORM #, tell students, **"Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?"** *Use a student's test booklet to show students where to find the form number.*

Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, **"Copy this number below the words 'FORM #' on your answer document and fill in the correct circles below."**

Monitor students closely while they copy the FORM #.

Directions for breaking the first seal on the writing test follow. Monitor students carefully while they are breaking the first seal to prevent test booklets from being damaged and seals from being broken prematurely.

SAY **Look at your test booklet. It has two sections. Each section is closed by a seal on the right side. Does everyone see the seals? Find the first sealed section.**

Assist any students having difficulty. When students are ready, continue.

SAY **Use either your hand or the eraser of your pencil to break the seal on the first section along its edge. If you have any questions or need any help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

SAY **Today you will write one composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the revising and editing section first.**

At this time I will read the directions for the written composition. After I explain the writing task, I will read the directions for the revising and editing section. You may use a dictionary for all portions of the writing test.

Now open your test booklet to the page that is titled "WRITTEN COMPOSITION." Then turn to the next page to find the writing prompt. You should see a row of triangles above the title. If you do not see the triangles, raise your hand. The same row of triangles will appear at the top of your answer document, where you will write your composition. Look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

When all students are ready, continue.

For ELLs receiving the linguistic accommodation of clarification in English of words in writing prompt:

SAY **I have already talked to you about the kind of help I can give you. If you do not understand English words in the prompt, I can help you. Do you have any questions about the help you may receive?**

Answer all questions. When students are ready, continue.

SAY **Are there any questions?**

Answer all questions. When all students are ready, continue.

SAY **Now look at the blank pages in your test booklet.**

Pick up one of your student's test booklets and show students the prewriting pages.

SAY **You may use these blank pages to "think out" and plan your composition. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the correct lined page in your answer document.**

Now open your answer document to page 3 and find the box with the words "COMPOSITION #1." You should see a row of triangles above the box. When you are ready, you will write your composition here. You will write on the other lined pages when you take the second part of the writing test.

Show students the lined page in the answer document.

SAY **Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page. You may write only on the page for COMPOSITION #1.**

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document.

Are there any questions?

Answer all questions. When all students are ready, continue.

SAY Now open your test booklet to the page titled "REVISING AND EDITING." Then turn to the next page to find the first selection. At this time I will read the directions for the revising and editing section. Follow along as I read aloud the directions at the top of the page.

"Read the selection and choose the best answer to each question. Then fill in the answer on your answer document."

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

Open your answer document to page 2 and find the section marked "REVISING AND EDITING." This is where you will mark your answers for the revising and editing section. Be sure to mark only one answer for each question on your answer document. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY Are there any questions?

Answer all questions. When all students are ready, continue.

SAY You will write your composition and answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes, and you may use a dictionary.

> ***Unless students have an extended time accommodation, read the following.***
>
> **SAY** **You will have four hours to complete this part of the test, which includes one composition and some multiple-choice questions. During the test, you will be provided with reminders of the time left to test. Your answers and composition must be recorded on your answer document before the four-hour time period ends.**

SAY **Remember that you may work on the test in any order that you choose. You may check your answers and your composition after you have finished, but do not open or work on the Day 2 section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.**

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer documents and test booklet. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

Answer all questions. When all students are ready, continue.

SAY **You will now write your composition and answer the multiple-choice questions. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, now you may begin.**

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your answers on the answer document. Please go back and mark your answers on it now."** *The test materials should then be returned so that the*

student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.

After testing has been completed and you collect each student's answer document, **make sure that the student has recorded his or her responses on the answer document.** *Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

After students' test materials are collected, they may be allowed to quietly read books or leave the testing room.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session has been completed. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

NOTES

Test Administration Directions for STAAR Grade 7 Writing (Day 2)

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**
>
> The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator should say, for example, **"All of your answers and compositions must be recorded [in your test booklet; on the computer] before the end of the four-hour time period."**

Students may work through the Day 2 sections in any order that works best for them. Students are not permitted to open or work on the Day 1 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the second part of the writing test of the State of Texas Assessments of Academic Readiness, or STAAR. It is important for you to do your best. I am going to give each of you your test booklet. When you get your booklet, do not open it or write on it yet. Also, do not break the seal on the edge of your booklet until I ask you to do so. If you have any questions while I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.**

Give each student the test booklet that has his or her name written on it.

You may have students who did not test on the previous day due to an absence. These students must write their first and last names on the test booklets and complete the TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY **Now look at your answer document. Does everyone see "GRADE 7 WRITING" on the right-hand side of your answer document?**

Assist any students who do not have the correct answer document.

SAY **Look at the front of your test booklet. Does everyone see "GRADE 7 Writing" on the front of your booklet?**

Assist any students who do not have the correct test booklet.

SAY **Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.**

When all students are ready, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Now find the words "TEST BOOKLET #" at the top of your answer document.**

Point to the TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy the nine-digit number from the back of your test booklet into the boxes beside the words "TEST BOOKLET #" on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

If you choose to have students fill in the FORM #, tell students, **"Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?"** *Use a student's test booklet to show students where to find the form number.*

Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, **"Copy this number below the words 'FORM #' on your answer document and fill in the correct circles below."**

Monitor students closely while they copy the FORM #.

Directions for breaking the second seal on the writing test follow. Monitor students carefully while they are breaking the second seal to prevent test booklets from being damaged.

SAY **Look at your test booklet. Find the second sealed section, with the title "WRITING (DAY 2)." Does everyone see the seal?**

Assist any student who may be having difficulty. When students are ready, continue.

SAY **Use either your hand or the eraser of your pencil to break the seal on the "DAY 2" section along its edge. If you have any questions or need any help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

SAY **Today you will write one composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice section first.**

Now open the second section of your test booklet to the page that is titled "WRITTEN COMPOSITION." Then turn to the next page to find the writing prompt. You should see a row of squares above the title. If you do not see the squares, raise your hand. The same row of squares will appear at the top of your answer document where you will write your composition. Look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

The test administrator may read aloud or sign the writing prompt to any student who requests this assistance. Using the student's test booklet, the test administrator may read aloud or sign to an individual student any text (i.e., all text

on the prompt page) related to the prompt. It is allowable to read the entire prompt or any part of the prompt as many times as necessary. Test administrators must be aware that they are viewing secure test content and that responding to the writing prompt or recording the information they see is strictly prohibited. The test administrator may not interpret any images that accompany the prompt or make suggestions to the student about how to respond. The test administrator cannot translate (except into sign language), change, add to, or explain the writing prompt. For a student whose IEP/IAP documentation includes this assistance, the test administrator may read aloud or sign these specific writing prompts without the student requesting it.

When all students are ready, continue.

For ELLs receiving the linguistic accommodation of clarification in English of words in writing prompt:

SAY   **I have already talked to you about the kind of help I can give you. If you do not understand English words in the prompt, I can help you. Do you have any questions about the help you may receive?**

Answer all questions. When students are ready, continue.

SAY   **Are there any questions?**

Answer all questions. When all students are ready, continue.

SAY   **Now look at the blank pages in your test booklet.**

Pick up one of your student's test booklets and show students the prewriting pages.

SAY   **You may use these blank pages to "think out" and plan your compositions. You may make notes to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on a blank page, remember that you must rewrite the composition on the correct lined page in your answer document.**

Now turn past these blank pages and find the next writing prompt. You should see a row of squares above the box. Look at the information provided in your test booklet and read the prompt to yourself. If you would like me to read it to you, please raise your hand.

Using the same guidelines as above, read the prompt aloud to any student who requests it.

SAY   **Now open your answer document to page 5 and find the box with the words "COMPOSITION #2." You should see a row of squares above the box. When you are ready to write your composition, be sure to write only on page 5.**

Show students the lined pages in the answer document.

SAY   **Your composition does not have to completely fill the page; however, it must not be longer than one page. Do not write outside the box on the lined page, and do not add lines to your written composition page.**

Be sure to write neatly so that others can read your writing. You may either print or write in cursive, whichever is easier for you. Remember that you must write in English and you must use only a No. 2 pencil to write your composition. If you need another pencil before you finish writing, please raise your hand. Are there any questions?

Answer all questions. When all students are ready, continue.

SAY   **When you finish writing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Be sure to erase any stray marks that you may have made accidentally on your answer document.**

Are there any questions?

Answer all questions. When all students are ready, continue.

SAY   **Now open your test booklet to the page titled "REVISING AND EDITING." Then turn to the next page to find the first selection for Day 2. At this time I will read the directions for the revising and editing section. Follow along as I read aloud the directions at the top of the page.**

"Read the selection and choose the best answer to each question. Then fill in the answer on your answer document."

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

Open your answer document to page 2 and find the section marked "REVISING AND EDITING DAY 2." This is where you will mark your answers to the multiple-choice questions in the revising and editing section. Be sure to mark only one answer on your answer document for each question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.

Help any students having difficulty locating the correct section of the answer document. When all students are ready, continue.

SAY You will write your composition and answer the questions by yourself. I cannot help you answer any test questions. I will be able to help you only with questions about the directions.

You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes, and you may use a dictionary.

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete this part of the test, which includes one composition and the second section of the multiple-choice questions. During the test, you will be provided with reminders of the time left to test. Your answers and your composition must be recorded on your answer document before the four-hour time period ends.

Remember that you may work on the test in any order that you choose. You may check your answers and your composition after you have finished, but do not open or work on the Day 1 section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document.

When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer documents and test booklets. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?

> *Test Administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

Answer all questions. When all students are ready, continue.

SAY You will now write your composition and answer the multiple-choice questions. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, now you may begin.

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your answers on the answer document. Please go back and mark your answers on it now."** *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.*

After testing has been completed and you collect each student's answer document, **make sure that the student has written his or her compositions on the answer document.** *Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

After students' test materials are collected, they may be allowed to quietly read books or leave the testing room.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session has been completed. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

> **UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME**.

Test Administration Directions for STAAR Mathematics, Reading, Science, and Social Studies

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**
>
> The following statement is only for students with disabilities who are receiving the accommodation of basic transcribing. The test administrator should say, for example, **"All of your answers must be recorded [in your test booklet; on the computer] before the end of the four-hour time period."**

Reference materials for STAAR mathematics and science assessments are included in the test booklets. These materials are printed on perforated pages so that students can remove them and use them during the test administration. If students write on or make notes on the reference materials that have been removed, the materials must be returned to the campus coordinator after testing is complete.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the [SUBJECT-AREA] test of the State of Texas Assessments of Academic Readiness, or STAAR. It is important for you to do your best. I am going to give each of you a test booklet. When you get your test booklet, do not open it, write on it, or break any seals on the edge of your booklet until I ask you to do so. Do not fill in any information on your answer document unless I ask you to do so. If you have any questions while**

I am passing out the test booklets, please let me know. Keep your pencil on your desk until I tell you that you may use it.

Give a test booklet to each student. Answer any questions before continuing.

For all subjects:

If they have not done so previously, students must write their first and last names on the test booklets and complete the [SUBJECT-AREA] TEST BOOKLET # field on their answer documents at this time. Directions for completing this information are printed below. You may have students who completed this information earlier in the week. If all students have already completed this information, proceed to the end of the boxed text and resume reading.

SAY **Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.**

When all students are ready, continue.

SAY **On the back of each test booklet, there is a printed number. Each booklet has a different number. This number has nine digits followed by a hyphen and another digit. You need to look at only the first nine digits of the number.**

Hold up one of your students' test booklets and point to the security number on the back.

SAY **Now find the words "[SUBJECT-AREA] TEST BOOKLET #" at the top of your answer document.**

Point to the [SUBJECT-AREA] TEST BOOKLET # field on the answer document given to you for demonstration purposes. When all students have located this section, continue.

SAY **Copy the nine-digit number from the back of your test booklet into the boxes beside the words "[SUBJECT-AREA] TEST BOOKLET #" on your answer document. Be sure to copy this number exactly as it appears. Do not copy the hyphen or the digit to the right of the hyphen. If you have any questions, please raise your hand.**

Continue to use your sample answer document to point out to students where to find specific items on their answer document. Monitor students closely while they copy the security number. When all students have finished, continue.

The FORM # must be filled out either by the students before testing begins or by the test administrator when testing has been completed.

If you choose to have students fill in the FORM #, tell students, **"Look at the front of your test booklet at the bottom. Does everyone see the form number printed on the front of their test booklet?"** *Use a student's test booklet to show students where to find the form number.*

Point to the FORM # on the answer document given to you for demonstration purposes. Tell students, **"Copy this number below the words 'FORM #' on your answer document and fill in the correct circles below."**

Monitor students closely while they copy the FORM #.

Directions for breaking the seal on the test follow. Monitor students carefully while they are breaking this seal to prevent test booklets from being damaged and seals from being broken prematurely. Some tests have a pull tab while others have paper seals. If the test booklet has multiple subjects, make sure the students break the seal only for the appropriate subject.

SAY **Look at your test booklet. It is closed by a seal on the right side. Does everyone see the seal?**

Assist any students having difficulty. When students are ready, continue.

SAY **Break the seal on the [SUBJECT-AREA] test along its edge. If you have any questions or need any help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

For mathematics:

SAY **Open your test booklet and locate the reference materials and graph paper. You may use these when you are solving problems. The reference materials and graph paper are perforated and may be torn out of your booklet if you choose. If you need help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

SAY **You may work problems in the blank spaces in your test booklet or on the graph paper.**

For science:

SAY **Locate the reference materials in the back of your test booklet. You may use these when you are solving problems. The reference materials are perforated and may be torn out of your booklet if you choose. If you need help, please raise your hand.**

Assist any student who may be having difficulty. When all students are ready, continue.

SAY **You may work problems in the blank spaces in your test booklet.**

SAY **Look at the back of your answer document. To answer a multiple-choice question, fill in the circle on your answer document. Mark only one circle for each multiple-choice question. Mark your answers very carefully and make your marks dark and neat. If you make a mistake or want to change an answer, completely erase your first choice. Then fill in the circle for your new choice.**

For mathematics:

SAY **To answer a griddable question, write your answer in the boxes and then fill in the corresponding circles below. You will need to enter a negative sign if your answer is a negative number. You are not required to enter a positive sign if your answer is a positive number. You may not need to use all the boxes. Does anyone have any questions about how to record your answer?**

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

For science:

SAY **To answer a griddable question, write your answer in the boxes and then fill in the corresponding circles below. You may not need to use all the boxes. Does anyone have any questions about how to record your answer?**

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

Answer all questions. When students are ready, continue.

SAY **I cannot help you answer any test questions. You must answer them by yourself. I will be able to help you only with questions about the directions. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Remember that you may write in your test booklet if you would like to make notes.**

Unless students have an extended time accommodation, read the following.

SAY **You will have four hours to complete the test. Stop when you come to the last page of the [SUBJECT-AREA] test. During the test, you will be provided with reminders of the time left to test. All of your answers must be recorded on your answer document before the four-hour time period ends.**

SAY **You may check your answers after you have finished, but do not open or work in any other section of your test booklet or answer document. Be sure to erase any stray marks that you might have accidentally made on your answer document. When you have finished looking over your work, close your test booklet and raise your hand. I will come to your desk to collect your answer document, test booklet, and other materials. Please sit quietly so that you do not disturb others who are still working. Do not talk to one another while others are still working on the test. Are there any questions?**

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

Answer all questions. When all students are ready, continue.

For reading:

SAY **Remember that you may use a dictionary during the reading test.**

SAY **You will now take the [SUBJECT-AREA] test by yourself. Remember to mark your answers very carefully and make your marks dark and neat. While you are working on the test, I will be quietly moving around the room to make sure you are following the directions and working on your own. If there are no more questions, you may begin.**

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. Remember to actively monitor during the test. If a student submits his or her test materials before the end of the four-hour time period, you must check that the student's answers are marked on the answer document. If they are not, say to the student, **"You have not recorded your answers on the answer document. Please go back and mark your answers on it now."** *The test materials should then be returned so that the student may record his or her answers. You may look at answer documents only to see whether responses are recorded; you may not examine or comment on individual responses. Remember, students must record their answers on the answer document before the end of the four-hour time period. Students may not be allowed to record answers on the answer document after the four-hour time period ends.*

After testing has been completed and you collect each student's answer document (and reference materials/graph paper, if removed), **make sure that the student has recorded his or her responses on the answer document.** *Report any blank answer documents to your campus coordinator.*

Any scratch paper or other materials must be collected and returned to the campus coordinator.

After students' test materials are collected, they may be allowed to quietly read books or leave the testing room.

Record the stop time for the session on the seating chart.

Follow directions from your campus coordinator, and refer to the "Complete Paper Administration Process" section in this manual.

Return your test materials to the campus coordinator after the test session has been completed. Test booklets and answer documents must be separated and counted before they are returned to ensure that all materials are accounted for. The campus coordinator will verify that you have returned all test booklets assigned to you, as recorded on the Materials Control Form, and will initial the "In" box for the appropriate day.

At no time should you erase stray marks or darken answer-choice circles on students' answer documents.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Online Administration Directions for STAAR L Mathematics, Science, and Social Studies

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**

If a student arrives in your test session and you do not have a student authorization for that student, immediately contact the campus testing coordinator.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions.

SAY **Today you will take a test on the computer. It is important that you do your best on this test.**

Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. You will use the information on the student authorization to log in to the test. Does anyone have any questions? If so, please raise your hand.

Answer any questions before continuing.

SAY **Does everyone have a student authorization? If not, please raise your hand.**

STAAR L
Introduction
Screens

Make sure students have a student authorization. When students are ready, continue.

SAY **Now open a browser window from the desktop of the computer.**

Assist any student having difficulty.

SAY **Find the website address on your student authorization. Type the website address into the address bar now, exactly as it appears on your student authorization.**

You may write the website address on the board.

SAY **Press the *Enter* key. You may see a Java message. If you see the Java message, you will need to click the *Yes*, *Allow*, or *Don't Block* button to continue to TestNav. The *TestNav* login screen will appear. Look at your student authorization and find your username. Type the username into the *Username* field exactly as it appears on the student authorization.**

Assist students as needed.

SAY **Look at your student authorization and find the test code. Type the test code in the *Test Code* field exactly as it appears on your student authorization. Raise your hand if you need help entering your test code. Now click the *Login* button. It may take a little while for the test to appear on your computer.**

Check to see if everyone has successfully logged in to the test.

SAY **Look at your computer. Does everyone see the *STAAR L* introduction screen?**

Make sure that all students are on the STAAR L *introduction screen.*

SAY **Let's look at this screen together. Look at the top of your computer screen. Find your name. Raise your hand if you do not see your name.**

Help any students having difficulty finding their name. You may wish to point to the top-right corner of the computer screen. If the name of another student appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY **Find the words [GRADE/SUBJECT]. Raise your hand if you do not see these words.**

Help any students having difficulty finding the grade and subject. If incorrect information appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY **If you are using headphones, make sure they are connected. You will put them on as you need to during these directions and during the test.**

Assist any students who are having difficulty.

SAY **There are also blue buttons at the bottom of the screen. Do you see the blue button that says "Next"? Raise your hand if you do not see the *Next* button.**

*Help any students having difficulty finding the **Next** button. You may wish to point to the **Next** button on the computer screen. When students are ready, continue.*

SAY **Be careful when you click buttons on this test. You click the *Next* button to go to the next question. You click the *Previous* button to go back to a question.**

*Help any students having difficulty finding the **Previous** button.*

For mathematics:

SAY **Now click the *Next* button. You will see the reference materials. Click the *Next* button until you see the graph paper. You may use these materials to answer test questions.**

Assist any students having difficulty.

For science:

SAY **Now click the *Next* button. You will see the first page of science reference materials. You may use these materials to answer test questions.**

Assist any students having difficulty.

For science and social studies:

SAY **The sample questions you will see are math questions. Today you are taking the [SUBJECT] test, but we will use these sample questions to practice using some special tools. These tools are available on all STAAR L tests. Do you have any questions?**

Answer any questions. When students are ready, continue.

SAY **Now we will look at three sample questions together. Click *Next* until you see Sample Question A. Does everyone see Sample Question A?**

Assist any students who are having difficulty navigating to the next screen and finding Sample Question A.

SAY **Look at the box that says "Hear a Word" in the upper right corner of your screen. To move the box, click the blue bar and drag the box. Now move the *Hear a Word* box so that it does not cover any words on your screen. We will learn how to use this box in a few minutes.**

Assist any students who are having difficulty.

For mathematics and science:

SAY **If you need to find the reference materials during the test, click the *Exhibit* window. The *Exhibit* window looks like two pieces of paper. Does everyone understand how to use the *Exhibit* window?**

Point to the Exhibit *window icon at the top of the screen. Assist any students having difficulty locating the icon.*

SAY **Some of the questions on this test have special tools. These tools help students who are learning English understand words they may not know. There are two tools: a *Word* tool and a *Sentence* tool. The *Word* tool gives the meaning of certain words on the test. When you click on these words, the computer gives help with the meaning. The computer does not give help with all words.**

The *Word* tool uses dots to show which words you can click. Look at the blue dots under the word "bought." Now click on the word "bought." The computer gives you a definition to help you understand.

Assist any students who are having difficulty.

SAY **Now read the question and click the other words that have blue dots. Do you see how the computer helps explain their meaning? Sometimes the computer shows a picture instead of words. To close a box, click the X in the corner of the box.**

Assist any students who are having difficulty.

SAY **Now let's answer the question. The correct answer is D. You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

When students are ready, continue.

SAY **Now let's look at the *Sentence* tool. This tool rewrites a sentence in a different way to make it easier to understand. Click the *Next* button and we will practice using the *Sentence* tool. Does everyone see Sample Question B?**

Assist any students who are having difficulty navigating to the next screen and finding Sample Question B.

SAY **Read the first sentence. Do you see the blue box at the end of the sentence? When you see this blue box, you can click it to see a new sentence. The new sentence may be easier to understand. Click on this box and read the new sentence.**

Assist any students who are having difficulty.

SAY **Do you see the blue dots under the words "spelling bee" in the new sentence? Click on the words to see what they mean. To close the *Sentence* tool, click on the X. Now practice opening and closing the *Sentence* Tool. Do you have any questions about the *Sentence* tool?**

Assist any students who are having difficulty.

SAY **Now let's answer the question. The correct answer is B. Do you have any questions?**

When students are ready, continue.

SAY **Click the *Next* button and you will see Sample Question C. Does everyone see Sample Question C?**

Assist any students who are having difficulty.

SAY **Some questions do not fit on the screen. For these questions, you will see a bar on the right side. Use the bar to move the text on the screen up and down.**

Assist any students who are having difficulty.

SAY **Now we will practice using the *Hear a Word* tool. Look at the box that says "Hear a Word" on your screen. You can use this box when you want to hear what a word sounds like. To hear a word, click the button that says "Click to Hear." You will see that the arrow becomes a hand. Click this button now. Does everyone see the hand?**

Assist any students who are having difficulty.

SAY **When you see this hand, you can click on words to hear them. You can make the sound softer or louder by clicking on the lines next to the speaker inside the box. Now put on your headphones and click some of the words to hear them read aloud.**

Assist any students who are having difficulty.

SAY **Now take your headphones off. When you use this tool, you won't be able to hear any words that are in the *Word* or *Sentence* tool boxes. This tool does not read numbers. To turn off the tool, click the *Click to Hear* button again.**

Assist any students who are having difficulty.

For grades 6 and 7 mathematics:

SAY **To answer this question, you need to use the ruler. The ruler is at the top of the screen. Click on the ruler and choose the metric ruler or the customary ruler. The metric ruler has centimeters and the customary ruler has inches. For this question, you need the customary ruler. Choose the customary ruler and move it to the picture you want to measure. To turn the ruler, click and move the arrows at the end of the ruler. Click on the arrow at the top of the screen to close the ruler.**

Assist any students who are having difficulty.

SAY **Now let's answer the question. The correct answer is A. Does anyone have any questions?**

Answer any questions before continuing.

For grade 8 mathematics:

SAY **To answer questions in your mathematics test, you may need to use a calculator. Find the *Calculator* tool at the top of your screen. You can move the calculator by clicking on the blue bar, holding down the mouse button, and moving it to a different place on the screen. To close the calculator, click on the X in the top-right corner of the calculator.**

Point to the Calculator icon. Assist any students having difficulty locating and moving this tool.

For grade 8 mathematics, science, and social studies:

SAY **You do not need to answer this question. Do you have any questions about the *Hear a Word* tool?**

Answer any questions. When students are ready, continue.

For mathematics:

SAY **To answer a griddable question, type your answer in the boxes provided. You will need to enter a negative sign in the first box if your answer is a negative number. You are not required to enter a positive sign if your answer is a positive number. You may not need to use all the boxes. Does anyone have any questions about how to record your answer?**

Test administrators may use the appropriate example of the grade and subject griddable if needed.

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

For science:

SAY **To answer a griddable question, type your answer in the boxes provided. You may not need to use all the boxes. Does anyone have any questions about how to record your answer?**

Test administrators may use the appropriate example of the grade and subject griddable if needed.

Make sure that students understand how to grid their answers correctly. When all students are ready, continue.

SAY **To use the *Word* and *Sentence* tools to help you with English words, you must have the other tools turned off. You will know you can use the *Word* and *Sentence* tools when you click the picture of the arrow at the top of the screen.**

There are other tools you may use during the test. These tools are at the top of your screen. There is a *Pencil* tool, an *Eraser* tool, and other tools. When you want to use one of these tools, click on the picture of the tool. Click the picture of the tool again to turn it off. Do you have any questions about how to turn the tools on and off?

Optional directions for students who have not completed the STAAR L tutorial or who need a more thorough review of the general tools available in TestNav may be found in Appendix C.

SAY **Click the *Next* button until you see a screen with a red STOP sign. Does everyone see the STOP sign?**

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY As you take the test, be sure to mark your answer for each question. I cannot help you answer any test questions. You must answer them by yourself. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. You may also use the *Flag for Review* button at the bottom of the screen.

When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. When you are finished, click the *Continue to Test Overview* button. On the *Test Overview* screen, click the *Submit* and *Exit Test* button at the bottom of the screen. Then select the "I am finished with this test and I want to submit my final answers" option and click the *Final Submit* button in the pop-up box. If you need help, raise your hand and I will help you. Are there any questions?

Answer any questions before continuing.

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example,* **"I can't answer that for you; just do the best you can."**

Unless students have an extended time accommodation, read the following.

SAY You will have four hours to complete the test. During the test, I will give you reminders of the time left. All of your answers must be entered before the four-hour time period ends.

SAY While you are working on the test, I will move quietly around the room to make sure you are following the directions and working independently. When you finish your test, stay in your seat and raise your hand. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.

Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the *Next* button, then the *Continue to Test Overview* button, and finally, the *Next Section* button to begin the test.

If you have students who will be taking the test with headphones, say **"You may now put on your headphones."**

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. During breaks, online tests must be exited and resumed according to the "Monitor Paper and Online Administrations" section of this manual.

After students submit their tests online, they may be allowed to quietly read books or leave the testing room.

After all students have submitted their tests, you must stop the test session. Refer to the "Complete Online Administration Process" section in this manual for instructions for stopping a test session.

Record the stop time for the session on the seating chart.

You must also collect all student authorizations and any scratch paper, graph paper, or reference materials and return them to the campus coordinator.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Online Administration Directions for STAAR A Grade 7 Writing (Day 1 and Day 2)

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**

All students must have a student authorization to enter TestNav. Contact the campus testing coordinator immediately if any student does not have one.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Before you begin the directions, pass out headphones and other materials and instruct students to use them as necessary.

SAY **Today you will take a test on the computer. It is important that you do your best on this test.**

Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. You will use the information on the student authorization to log in to the test. Does anyone have any questions? If so, please let me know.

Answer any questions before continuing.

SAY **Does everyone have a student authorization? If not, please let me know.**

Make sure students have a student authorization. When students are ready, continue.

SAY **Now open a browser window from the desktop of the computer.**

Assist any student having difficulty.

SAY **Find the website address on your student authorization. Type the website address into the address bar now, exactly as it appears on your student authorization.**

You may write the website address on the board.

SAY **Press the *Enter* key. You may see a Java message. If you see the Java message, you will need to click the *Yes, Allow*, or *Don't Block* button to continue to TestNav. The *TestNav* login screen will appear. Look at your student authorization and find your username. Type the username into the *Username* field exactly as it appears on the student authorization.**

Assist students as needed.

SAY **Look at your student authorization and find the test code. Type the test code in the *Test Code* field exactly as it appears on your student authorization. Let me know if you need help entering your test code. Now click the *Login* button. It may take a little while for the test to appear on your computer.**

Check to see if everyone has successfully logged in to the test.

SAY **Look at your computer screen. Does everyone see STAAR A on the first screen?**

Make sure that all students are on the STAAR A introduction screen.

SAY **Let's look at this screen together. Look at the top of your computer screen. Find your name. Let me know if you do not see your name.**

Help any students having difficulty finding their name. You may wish to point to the top-right corner of the screen. If the name of another student appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY **Now look below the words STAAR A. Find the words [GRADE/SUBJECT]. Let me know if you do not see the words [GRADE/SUBJECT].**

Help any students having difficulty finding the grade and subject. If incorrect information appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY **If you are using headphones, make sure they are connected. You will put them on and take them off as you need to during these directions and during the test.**

Assist any students who are having difficulty.

SAY **Look at the bottom of the screen. Do you see the blue button that says "Next"? Let me know if you do not see the *Next* button.**

Help any students having difficulty finding the **Next** *button. You may wish to point to the* **Next** *button on the computer screen. When students are ready, continue.*

SAY **You will click the *Next* button to go to the next question. You can click the *Previous* button to go back to a question. You only need to click once.**

Help any students having difficulty finding the **Previous** *button.*

SAY **Now click the *Next* button until you see both writing checklists. You may use them when you write your compositions. If you need me to read aloud anything on these checklists, let me know.**

Assist any students having difficulty.

SAY **Click *Next* until you see the first sample question. We will use sample questions to practice using some special features in the test. Look at the blue box that says "Accessibility Panel" in the upper right corner of your screen. To move the box, click and drag it anywhere on the screen. Now move the Accessibility Panel box so that it does not cover any words on your screen.**

Assist any students who are having difficulty.

SAY **First, let's practice using *Text to Speech* in the Accessibility Panel. Click the words "Text To Speech" to open a panel of buttons within the box. At the top of the panel are the *Play* button, the *Rewind* button, and the Speaker symbol. Click the *Play* button. You will hear the question and answer choices read aloud. As the text is read aloud, each word will be highlighted. The read-aloud will keep playing until the end of the page or until you click the *Pause* button. The *Play* button will not read words in pictures or charts. The *Play* button becomes the *Pause* button while text is being read. Click the *Pause* button to stop the read-aloud.**

Assist any students having difficulty.

SAY **Click the *Rewind* button to hear the question and answer choices again.**

You can increase or decrease the volume by clicking on the lines next to the Speaker symbol.

Assist any students having difficulty.

SAY Below the speaker is the Playback Rate box. You will use the plus and minus (+/-) buttons in this box to change how quickly the reader says each word. Clicking the plus (+) button makes the reading faster, and clicking the minus (-) button makes the reading slower. You can also change the playback rate by moving the slider.

Assist any students having difficulty.

SAY Now find the *Click to Hear* button and click it. Move the pointer over the text you want to hear and click again. The read-aloud will start at the beginning of the highlighted text.

Assist any students having difficulty.

SAY Now find the "Words only" checkbox located below the *Click to Hear* button. If you would like to hear only one word at a time, click the "Words only" checkbox. Now move your pointer over the word you want to hear and click. *Words Only* will not work unless you also have the blue *Click to Hear* button clicked. To turn off *Words Only*, click the checkbox again. Then click the *Click to Hear* button to turn that off.

Assist any students who are having difficulty.

SAY In this test you will find selections followed by questions about those selections. The left side of the screen will have the selection, and the right side of the screen will have the test questions. Each selection will have prereading text like what you see on the left side of your screen. To turn the pages of the selection, click the page buttons underneath the selection.

Assist any students who may not be on the correct screen or having difficulty.

SAY All prereading text, some selections, and some test questions can be read to you using *Text to Speech* within your Accessibility Panel. When you would like prereading text or selections read aloud, you may use the *Click to Hear* button. After the prereading text is read, there will be a short pause and then the page will turn. The computer will then continue reading the selection to you. If you click on the page button before the computer turns the page, you will need to use *Click to Hear* again to start the read aloud.

Notice that in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the questions that follow.

STAAR A tests have accommodations. A *Pop-up* uses blue dots to show which words you can click. A *Pop-up* may give a definition, a synonym, or a picture of certain words to help you. The *Pop-up* may also give you text from certain parts of a writing selection. *Text to Speech* will not read aloud a *Pop-up.* However, I can read aloud some *Pop-ups* if you need this help. To close

the *Pop-up*, click the X in the red box or click the word again. Try this now on Sample Question 1. Do you have any questions?

Answer any questions.

The students are not required to read the selections in the sample questions. The purpose of these sample questions is for students to familiarize themselves with the features of the online test. Pop-ups *in revising test questions and the writing prompt can be read aloud if the student needs this assistance.* Pop-ups *in editing test questions can not be read aloud to the student. This is indicated by a DO NOT READ icon.*

SAY   **Now we will mark the correct answer for Sample Question 1. Before you are able to choose an answer choice, you will need to make sure that the *Click to Hear* button is not selected. You will not be able to select answer choices if *Click to Hear* is on. Click the circle next to answer choice B. You should see a black dot in the circle next to your chosen answer. You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

When students are ready, continue.

SAY   **Click *Next* until you see the second sample question. Look at the prereading text on the left side. Remember prereading text like you see now can always be read aloud using *Click to Hear*. Go to page 2 of the selection by clicking the button. This is an example of an editing selection and question. *Text to Speech* will not work in the editing selections. You will see a DO NOT READ icon. When you see this icon, it tells you that the selection and questions cannot be read aloud.**

   Now we will mark the correct answer for Sample Question 2. Click the circle next to answer choice D. Do you have any questions?

Assist any students having difficulty.

SAY   **Click *Next* to see the written composition sample. Read the information on the left of the screen or use *Text to Speech* to understand what you will be writing about.**

Wait until students are done reading the prompt.

SAY   **You will see a box on the right side of the screen where you will write your composition. Click in the box when you are ready to begin typing. You may use the buttons above the box to format and edit your response. You will see buttons for bold, italics, underline, and paragraph indent. You will also see buttons for cut, copy, paste, undo, and redo. At the bottom of the box, you will see a progress bar that shows you how close you are to filling the**

box with text. Your composition does not have to completely fill the box; however, you will not be able to continue typing once the box is full.

You may use scratch paper to "think out" and plan your composition before you type your response in the box. You may make notes on your scratch paper to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. If you write a rough draft on scratch paper, remember that you must type the composition in the box on the computer screen. When you finish typing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so.

Remember the writing checklists you saw at the beginning of the test? To find the checklists during the test, click the *Exhibit Window* at the top of the screen. The *Exhibit Window* looks like two pieces of paper. Does everyone understand how to use the *Exhibit Window*?

Now practice typing in the box. Let me know if you have any questions.

Assist any students having difficulty while they practice typing and using the different buttons.

SAY   Now we will practice using the other tools available within the Accessibility Panel. Click the words "Text To Speech" to close the *Text to Speech* panel. Click the word "Zoom." You can use the plus and minus (+/–) buttons or the slider in this box to change the size of the words and pictures on the screen.

Make your screen larger now. You will see a hand on the screen. Click and drag your mouse to see all the parts of your screen. Try to click on a *Pop-up* or turn the page. Notice nothing happens. To use other tools, click the *Drag Screen* button. To reset your screen to the original size, move the slider back to 100 percent. Practice using this feature on your screen.

Assist any students having difficulty. When all students are ready to continue, make sure Zoom *is set at 100 percent.*

SAY   Click the word "Zoom" to close the Zoom panel. Now click "Color and Contrast." You will see six options that will change the way the screen looks. To change the screen, click the circle next to an option. To go back to the original screen setting or color, click the *Reset* button located under all the options.

Assist any students who are having difficulty.

SAY Click the words "Color and Contrast" to close the panel. Now click the words "Place Marker." Click the *Place Marker* button. A yellow place marker should appear at the top of the screen. Click and drag the place marker up or down to help you focus on certain parts of the text. Click the *Place Marker* button to turn it off.

Assist any students having difficulty.

SAY Close the Place Marker panel. You have now reviewed all of the features in the Accessibility Panel and can use them at any time during the test.

You are ready to start the first part of the STAAR A writing test. You will write one composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice section first.

As you take the writing test, be sure to mark your answer for each multiple-choice question. You may use scratch paper to plan your composition, but you must type your final response to the writing prompt in the correct box on the computer screen.

I cannot help you answer any test questions. You must answer them by yourself. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Now look at the bottom of the screen and find where it says "Flag for Review." You can click the *Flag for Review* button to mark a test question you want to review later.

There are other tools you may use during the test. These tools are at the top of your screen. There is a *Pencil* tool, an *Eraser* tool, and other tools. When you want to use one of these tools, click on the picture of the tool. Click the picture of the tool again to turn it off. Do you have any questions about how to turn the tools on and off?

Optional directions for students who have not completed the STAAR A tutorial or who need a more thorough review of the tools available in TestNav may be found in Appendix C. Assist any students having difficulty.

SAY Now click the *Next* button until you see a screen with a red STOP sign. Does everyone see the STOP sign?

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY Click the *Section Review* button at the bottom of the screen. When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?

Answer any questions before continuing.

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

> ***Unless students have an extended time accommodation, read the following.***
>
> **SAY** **You will have four hours to complete this part of the test, which includes one composition and some multiple-choice questions. During the test, I will give you reminders of the time left. All of your answers and your composition must be entered before the four-hour time period ends.**

SAY **While you are working on the test, I will move quietly around the room to make sure you are following the directions and working by yourself. When you finish your test, stay in your seat and let me know you are done. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.**

Does anyone have any questions?

Answer any questions before continuing.

SAY **If there are no more questions, you may click the *Continue* to *Test Overview* button. Finally, click the *Next* Section button to begin the test.**

If you have students who will be taking the test with headphones, say **"You may now put on your headphones."**

At any point during the test session, the test administrator may use these SAY directions or paraphrase to assist students if they have trouble navigating through the assessment or need reminders of how to turn the tools and accessibility features on and off. In addition, the test administrator may read aloud the information presented to the student in the Help *tool.*

Unless students have an extra time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. During breaks, online tests must be exited and resumed according to the "Monitor Paper and Online Administrations" section of this manual.

After students submit their tests online, they may be allowed to quietly read books or leave the testing room.

After all students have submitted their tests, you must stop the test session. Refer to the "Complete Online Administration Process" section in this manual for instructions for stopping a test session.

You must also collect all student authorizations and any scratch paper, graph paper, or reference materials and return them to the campus coordinator.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Writing Day 2

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**

All students must have a student authorization and a seal code to enter TestNav. Contact the campus testing coordinator immediately if any student does not have either.

You may have students who did not test on the previous day. If you need to go over the directions from Day 1 so the student knows how to navigate the test, you may do so before the student begins testing.

Students may work through the Day 2 sections in any order that works best for them. Students are not permitted to open or work on the Day 1 portion of the test.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students.

Students participating in STAAR A may be provided with clarification to the directions to assist in navigating the online test. You may paraphrase, shorten, or repeat the directions as needed. You must **NOT**, however, change the substance of the information given in the directions. Before you begin the directions, pass out headphones and other materials and instruct students to use them as necessary.

SAY **Today you will be taking the second part of the STAAR A writing test. It is important for you to do your best. You will write one composition and answer some multiple-choice questions. You can decide for yourself how you want to work through the test. You may write the composition first, or you may work on the multiple-choice section first.**

In the multiple-choice section, you will find revising and editing selections followed by questions about those selections. Remember, the computer

screen will be split. The left side of the screen will have the selection, and the right side of the screen will have the test questions. Remember in the selection there is a number before each sentence. These numbers will help you find the sentence or sentences you will need in order to answer the test questions.

To turn the pages for the selections, you will click the page buttons.

Remember certain parts of the test can be read aloud using *Text to Speech*. You must use the *Click to Hear* button to have these parts of the test read aloud. If a selection or test question cannot be read aloud, you will see the DO NOT READ icon. You must read these by yourself.

Remember STAAR A tests have accommodations. When you see a word or words in the test with blue dots, you can click the word to see the *Pop-up*. A *Pop-up* may give a definition, a synonym, or a picture of certain words to help you. To close the *Pop-up*, click the X in the red box or click the word again.

Text to Speech will not read aloud a *Pop-up*, so if you need me to read text aloud in a *Pop-up*, let me know. But I can only read aloud *Pop-ups* on test questions without a DO NOT READ icon. Do you have any questions?

Answer any questions.

SAY When you are ready to respond to the written composition, you may use scratch paper to "think out" and plan your composition. You may make notes on your scratch paper to help you decide what you want to write. In addition, you may write an outline to help you arrange your ideas in an order that makes sense, or you may write a rough draft. Remember that the more planning you do, the clearer and more complete your composition is likely to be. You must type your final response to the writing prompt in the box on the computer screen. Your composition does not have to completely fill the box; however, you will not be able to continue typing once the box is full. When you finish typing, read over your work and check for mistakes. If you find any mistakes or if you would like to change something, you may do so. Remember there are buttons to help you edit your composition. There is also an *Exhibit Window* that contains a writing checklist. Let me know if you need help with these buttons or the *Exhibit Window*.

Answer any questions before continuing.

SAY I cannot help you answer any test questions. You must answer them by yourself. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. You may also use the *Flag for Review* button to mark a test question you want to review later.

SAY **If you have any questions about how to use the buttons, the tools at the top of the screen, or the Accessibility Panel, let me know and I will help you.**

When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?

Answer any questions before continuing.

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, **"I can't answer that for you; just do the best you can."**

Unless students have an extended time accommodation, read the following.

SAY **You will have four hours to complete this part of the test, which includes one composition and some multiple-choice questions. During the test, I will give you reminders of the time left. All of your answers and your composition must be entered before the four-hour time period ends.**

SAY **While you are working on the test, I will move quietly around the room to make sure you are following the directions and working by yourself. When you finish your test, stay in your seat and let me know you are done. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.**

Does anyone have any questions?

Answer any questions before continuing.

SAY **If there are no more questions, you may begin the test.**

If you have students who will be taking the test with headphones, say **"You may now put on your headphones."**

Assist students as needed

At any point during the test session, the test administrator may use these SAY directions or paraphrase to assist students if they have trouble navigating through the assessment or need reminders of how to turn the tools and accessibility features on and off. In addition, the test administrator may read aloud the information presented to the student in the Help *tool.*

Unless students have an extra time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the

"STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. During breaks, online tests must be exited and resumed according to the "Monitor Paper and Online Administrations" section of this manual.

After students submit their tests online, they may be allowed to quietly read books or leave the testing room.

After all students have submitted their tests, you must stop the test session. Refer to the "Complete Online Administration Process" section in this manual for instructions for stopping a test session.

You must also collect all student authorizations and any scratch paper, graph paper, or reference materials and return them to the campus coordinator.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Online Administration Directions for STAAR A Mathematics, Science, and Social Studies

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**

All students must have a student authorization to enter TestNav. Contact the campus testing coordinator immediately if any student does not have one.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Before you begin the directions, pass out headphones and other materials and instruct students to use them as necessary.

SAY **Today you will take a test on the computer. It is important that you do your best on this test.**

Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. You will use the information on the student authorization to log in to the test. Does anyone have any questions? If so, please let me know.

Answer any questions before continuing.

SAY **Does everyone have a student authorization? If not, please let me know.**

Make sure students have a student authorization. When students are ready, continue.

SAY   **Now open a browser window from the desktop of the computer.**

Assist any student having difficulty.

SAY   **Find the website address on your student authorization. Type the website address into the address bar now, exactly as it appears on your student authorization.**

You may write the website address on the board.

SAY   **Press the *Enter* key. You may see a Java message. If you see the Java message, you will need to click the *Yes, Allow*, or *Don't Block* button to continue to TestNav. The *TestNav* login screen will appear. Look at your student authorization and find your username. Type the username into the *Username* field exactly as it appears on the student authorization.**

Assist students as needed.

SAY   **Look at your student authorization and find the test code. Type the test code in the *Test Code* field exactly as it appears on your student authorization. Let me know if you need help entering your test code. Now click the *Login* button. It may take a little while for the test to appear on your computer.**

Check to see if everyone has successfully logged in to the test.

SAY   **Look at your computer screen. Does everyone see STAAR A on the first screen?**

Make sure that all students are on the STAAR A introduction screen.

SAY   **Let's look at this screen together. Look at the top of your computer screen. Find your name. Let me know if you do not see your name.**

Help any students having difficulty finding their name. You may wish to point to the top-right corner of the screen. If the name of another student appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY   **Now look below the words STAAR A. Find the words [GRADE/SUBJECT]. Let me know if you do not see the words [GRADE/SUBJECT].**

Help any students having difficulty finding the grade and subject. If incorrect information appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY　If you are using headphones, make sure they are connected. You will put them on and and take them off as you need to during these directions and during the test.

Assist any students who are having difficulty.

SAY　Look at the bottom of the screen. Do you see the blue button that says "Next"? Let me know if you do not see the *Next* button.

Help any students having difficulty finding the **Next** *button. You may wish to point to the* **Next** *button on the computer screen. When students are ready, continue.*

SAY　You will click the *Next* button to go to the next question. You can click the *Previous* button to go back to a question. You only need to click once.

Help any students having difficulty finding the **Previous** *button.*

For mathematics:

SAY　Now click the *Next* button until you see the mathematics reference materials and the graph paper. You may use these materials when you are solving problems.

Assist any students having difficulty.

SAY　Click *Next* until you see Sample Question 1. To find the reference materials and graph paper during the test, click the *Exhibit Window* at the top of the screen. The *Exhibit Window* looks like two pieces of paper. You may work problems on the graph paper on the computer or on separate scratch paper. Does everyone understand how to use the *Exhibit Window*? Now click the X to close the window.

Point to the Exhibit Window *icon at the top of the screen. Assist any students having difficulty locating the icon.*

For science:

SAY **Now click the *Next* button until you see the science reference materials. You may use these materials when you are solving problems.**

Assist any students having difficulty.

SAY **Click *Next*, and you will see Sample Question 1. To find the reference materials during the test, click the *Exhibit Window* at the top of the screen. The *Exhibit Window* looks like two pieces of paper. You may work problems on separate scratch paper. Does everyone understand how to use the *Exhibit Window*? Now click the X to close the window.**

Point to the Exhibit Window *icon at the top of the screen. Assist any students having difficulty locating the icon.*

For social studies:

SAY **Now we will look at some sample questions. Click *Next* and you will see Sample Question 1. Does everyone see Sample Question 1?**

Assist any students who are having difficulty navigating to the next screen and finding Sample Question 1.

SAY **We will use the sample questions to practice using some special features in the test. Look at the blue box that says "Accessibility Panel" in the upper right corner of your screen. To move the box, click and drag it anywhere on the screen. Now move the Accessibility Panel box so that it does not cover any words on your screen.**

Assist any students who are having difficulty.

SAY **First, let's practice using *Text to Speech* in the Accessibility Panel. Click the words "Text To Speech" to open a panel of buttons within the box. At the top of the panel are the *Play* button, the *Rewind* button, and the Speaker symbol. Click the *Play* button. You will hear the question and answer choices read aloud. As the text is read aloud, each word will be highlighted. The read-aloud will keep playing until the end of the page or until you click the *Pause* button. The *Play* button will not read words in pictures or charts. The *Play* button becomes the *Pause* button while text is being read. Click the *Pause* button to stop the read-aloud.**

Assist any students having difficulty.

SAY **Click the *Rewind* button to hear the question and answer choices again.**

You can increase or decrease the volume by clicking on the lines next to the Speaker symbol.

Assist any students having difficulty.

SAY   **Below the speaker is the Playback Rate box. You will use the plus and minus (+/-) buttons in this box to change how quickly the reader says each word. Clicking the plus (+) button makes the reading faster, and clicking the minus (-) button makes the reading slower. You can also change the playback rate by moving the slider.**

Assist any students having difficulty.

SAY   **Now find the *Click to Hear* button and click it. Move the pointer over the text you want to hear and click again. The read-aloud will start at the beginning of the highlighted text.**

Assist any students having difficulty.

SAY   **Now find the "Words only" checkbox located below the *Click to Hear* button. If you would like to hear only one word at a time, click the "Words only" checkbox. Now move your pointer over the word you want to hear and click. *Words Only* will not work unless you also have the blue *Click to Hear* button clicked. To turn off *Words Only*, click the checkbox again. Then click the *Click to Hear* button to turn that off.**

Assist any students who are having difficulty.

SAY   **STAAR A tests have accommodations. A *Pop-up* uses blue dots to show which words you can click. A *Pop-up* may give a definition, a synonym, a formula, or a picture of certain words to help you. *Text to Speech* will not read aloud a *Pop-up,* so if you need me to read aloud a *Pop-up,* let me know. To close the *Pop-up*, click the X in the red box or click the word again. Try this now on Sample Question 1. Do you have any questions?**

Answer any questions.

For mathematics and social studies:

SAY **Now we will answer Sample Question 1. Read the question by yourself or use *Text to Speech.* Click the circle next to the answer choice you think is correct. You should see a black dot in the circle next to your chosen answer.**

Check to make sure students are clicking their answers. When students are ready, continue.

SAY **The correct answer is C. You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. The computer will let you choose only one answer for each question. Do you have any questions?**

When students are ready, continue.

For science:

SAY **Now we will answer Sample Question 1. Read the question by yourself or use *Text to Speech.* Click the circle next to the answer choice you think is correct. You should see a black dot in the circle next to your chosen answer.**

Check to make sure students are clicking their answers. When students are ready, continue.

SAY **The correct answer is D. You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. The computer will let you choose only one answer for each question. Do you have any questions?**

When students are ready, continue.

SAY **Click the *Next* button. Does everyone see Sample Question 2?**

Assist any students who are having difficulty navigating to the next screen and finding Sample Question 2.

SAY **Now let's look at a *Rollover*. This accommodation changes the words in sentences to make them easier to understand. Do you see the small blue box to the right of the question? Click it to see the new sentences. *Text to Speech* will not read aloud a *Rollover*, so if you need me to read it aloud, let me know. To close the *Rollover*, click on the X. Now practice opening and closing the *Rollover*. Do you have any questions?**

Assist any students who are having difficulty.

For mathematics and science:

SAY   **Sample Question 2 is a griddable question. To answer a griddable question, type your answer in the boxes provided. You will need to enter a negative sign in the first box if your answer is a negative number. You are not required to enter a positive sign if your answer is a positive number. You may not need to use all the boxes. Does anyone have any questions about how to type your answers in the boxes?**

Make sure that students understand how to grid their answers correctly.

SAY   **Now let's answer the question. Read the question by yourself or use *Text to Speech*. Remember to let me know if you need help reading the *Rollover*. Type in the answer you think is correct.**

Check to make sure students are clicking their answers. When students are ready, continue.

SAY   **The correct answer to this question is 19. Do you have any questions?**

When students are ready, continue.

For social studies:

SAY   **Now we will answer Sample Question 2. Read the question by yourself or use *Text to Speech*. Click the circle next to the answer choice you think is correct.**

Check to make sure students are typing in their answers. When students are ready, continue.

SAY   **The correct answer is A. Do you have any questions?**

When students are ready, continue.

SAY   **Now we will practice using the other tools available within the Accessibility Panel. Click the words "Text To Speech" to close the *Text to Speech* panel. Click the word "Zoom." You can use the plus and minus (+/–) buttons or the slider in this box to change the size of the words and pictures on the screen.**

Make your screen larger now. You will see a hand on the screen. Click and drag your mouse to see all the parts of your screen. Try to click on a *Pop-up* or turn the page. Notice nothing happens. To use other tools, click the *Drag Screen* button. To reset your screen to the original size, move the slider back to 100 percent. Practice using this feature on your screen.

Assist any students having difficulty. When all students are ready to continue, make sure Zoom *is set at 100 percent.*

SAY **Click the word "Zoom" to close the Zoom panel. Now click "Color and Contrast." You will see six options that will change the way the screen looks. To change the screen, click the circle next to an option. To go back to the original screen setting or color, click the *Reset* button located under all the options.**

Assist any students who are having difficulty.

SAY **Click the words "Color and Contrast" to close the panel. Now click the words "Place Marker." Click the *Place Marker* button. A yellow place marker should appear at the top of the screen. Click and drag the place marker up or down to help you focus on certain parts of the text. Click the *Place Marker* button to turn it off.**

Assist any students having difficulty.

SAY **Close the Place Marker panel. You have now reviewed all of the features in the Accessibility Panel and can use them at any time during the test.**

As you take the test, be sure to mark your answer for each question. I cannot help you answer any test questions. You must answer them by yourself. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Now look at the bottom of the screen and find where it says "Flag for Review." You can click the *Flag for Review* button to mark a test question you want to review later.

There are other tools you may use during the test. These tools are at the top of your screen. There is a *Pencil* tool, an *Eraser* tool, and other tools. When you want to use one of these tools, click on the picture of the tool. Click the picture of the tool again to turn it off. Do you have any questions about how to turn the tools on and off?

Optional directions for students who have not completed the STAAR A tutorial or who need a more thorough review of the tools available in TestNav may be found in Appendix C. Assist any students having difficulty.

SAY **Now click the Next button until you see a screen with a red STOP sign. Does everyone see the STOP sign?**

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY **Click the *Section Review* button at the bottom of the screen. When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?**

Answer any questions before continuing.

Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example, **"I can't answer that for you; just do the best you can."**

Unless students have an extended time accommodation, read the following.

SAY   **You will have four hours to complete the test. During the test, I will give you reminders of the time left. All of your answers must be entered before the four-hour time period ends.**

SAY   **While you are working on the test, I will move quietly around the room to make sure you are following the directions and working by yourself. When you finish your test, stay in your seat and let me know you are done. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.**

       Does anyone have any questions?

       Answer any questions before continuing.

SAY   **If there are no more questions, you may click the *Continue to Test Overview* button, and finally, the *Next Section* button to begin the test.**

       If you have students who will be taking the test with headphones, say **"You may now put on your headphones."**

       At any point during the test session, the test administrator may use these SAY directions or paraphrase to assist students if they have trouble navigating through the assessment or need reminders of how to turn the tools and accessibility features on and off. In addition, the test administrator may read aloud the information presented to the student in the Help *tool.*

       Unless students have an extra time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. During breaks, online tests must be exited and resumed according to the "Monitor Paper and Online Administrations" section of this manual.

       After students submit their tests online, they may be allowed to quietly read books or leave the testing room.

After all students have submitted their tests, you must stop the test session. Refer to the "Complete Online Administration Process" section in this manual for instructions for stopping a test session.

You must also collect all student authorizations and any scratch paper, graph paper, or reference materials and return them to the campus coordinator.

> **UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**

Online Administration Directions for STAAR A Reading

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

> For ELLs, test administrators are allowed to translate, simplify, or repeat oral instructions as long as the substance of the directions is not changed.
>
> For students receiving accommodations due to a disability, the test administrator is permitted to modify the directions when needed.
>
> The following statement should be provided to ELLs and students with disabilities who are receiving an extended time accommodation. The test administrator should say, for example, **"You will have [until the end of the school day; two days] to complete this test…"**

All students must have a student authorization to enter TestNav. Contact the campus testing coordinator immediately if any student does not have one.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Before you begin the directions, pass out headphones and other materials and instruct students to use them as necessary.

SAY **Today you will take a test on the computer. It is important that you do your best on this test.**

Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. You will use the information on the student authorization to log in to the test. Does anyone have any questions? If so, please let me know.

Answer any questions before continuing.

SAY **Does everyone have a student authorization? If not, please let me know.**

Make sure students have a student authorization. When students are ready, continue.

SAY **Now open a browser window from the desktop of the computer.**

Assist any student having difficulty.

SAY **Find the website address on your student authorization. Type the website address into the address bar now, exactly as it appears on your student authorization.**

You may write the website address on the board.

SAY **Press the *Enter* key. You may see a Java message. If you see the Java message, you will need to click the *Yes, Allow*, or *Don't Block* button to continue to TestNav. The *TestNav* login screen will appear. Look at your student authorization and find your username. Type the username into the *Username* field exactly as it appears on the student authorization.**

Assist students as needed.

SAY **Look at your student authorization and find the test code. Type the test code in the *Test Code* field exactly as it appears on your student authorization. Let me know if you need help entering your test code. Now click the *Login* button. It may take a little while for the test to appear on your computer.**

Check to see if everyone has successfully logged in to the test.

SAY **Look at your computer screen. Does everyone see STAAR A on the first screen?**

Make sure that all students are on the STAAR A introduction screen.

SAY **Let's look at this screen together. Look at the top of your computer screen. Find your name. Let me know if you do not see your name.**

Help any students having difficulty finding their name. You may wish to point to the top-right corner of the screen. If the name of another student appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY **Now look below the words STAAR A. Find the words [GRADE/SUBJECT]. Let me know if you do not see the words [GRADE/SUBJECT].**

Help any students having difficulty finding the grade and subject. If incorrect information appears on the computer screen, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY   **If you are using headphones, make sure they are connected. You will put them on and take them off as you need to during these directions and during the test.**

Assist any students who are having difficulty.

SAY   **Look at the bottom of the screen. Do you see the blue button that says "Next"? Let me know if you do not see the *Next* button.**

*Help any students having difficulty finding the **Next** button. You may wish to point to the **Next** button on the computer screen. When students are ready, continue.*

SAY   **You will click the *Next* button to go to the next question. You can click the *Previous* button to go back to a question. You only need to click once.**

*Help any students having difficulty finding the **Previous** button.*

SAY   **Click *Next* until you see the first sample question. We will use sample questions to practice using some special features in the test. Look at the blue box that says "Accessibility Panel" in the upper right corner of your screen. To move the box, click and drag it anywhere on the screen. Now move the Accessibility Panel box so that it does not cover any words on your screen.**

Assist any students who are having difficulty.

SAY   **First, let's practice using *Text to Speech* in the Accessibility Panel. Click the words "Text To Speech" to open a panel of buttons within the box. At the top of the panel are the *Play* button, the *Rewind* button, and the Speaker symbol. Click the *Play* button. You will hear the question and answer choices read aloud. As the text is read aloud, each word will be highlighted. The read-aloud will keep playing until the end of the page or until you click the *Pause* button. The *Play* button will not read words in pictures or charts. The *Play* button becomes the *Pause* button while text is being read. Click the *Pause* button to stop the read-aloud.**

Assist any students having difficulty.

SAY   **Click the *Rewind* button to hear the question and answer choices again.**

You can increase or decrease the volume by clicking on the lines next to the Speaker symbol.

Assist any students having difficulty.

SAY   **Below the speaker is the Playback Rate box. You will use the plus and minus (+/-) buttons in this box to change how quickly the reader says each word. Clicking the plus (+) button makes the reading faster, and clicking the minus (-) button makes the reading slower. You can also change the playback rate by moving the slider.**

Assist any students having difficulty.

SAY   **Now find the *Click to Hear* button and click it. Move the pointer over the text you want to hear and click again. The read-aloud will start at the beginning of the highlighted text.**

Assist any students having difficulty.

SAY   **Now find the "Words only" checkbox located below the *Click to Hear* button. If you would like to hear only one word at a time, click the "Words only" checkbox. Now move your pointer over the word you want to hear and click. *Words Only* will not work unless you also have the blue *Click to Hear* button clicked. To turn off *Words Only*, click the checkbox again. Then click the *Click to Hear* button to turn that off.**

Assist any students who are having difficulty.

SAY   **In this test you will find reading selections followed by questions about those selections. The left side of the screen will have the selection, and the right side of the screen will have the test questions. Each selection will have prereading text like what you see on the left side of your screen.**

Assist any students who may not be on the correct screen or having difficulty.

SAY   **The prereading text and test questions can be read to you using *Text-to-Speech* within your Accessibility Panel. You may use the *Click to Hear* button to have the entire prereading text read aloud. *Text to Speech* will not read the reading selection aloud. You must read the selection by yourself.**

Allow students time to practice using Text to Speech *on the prereading text.*

SAY   **To turn the pages of the selection, click the page buttons underneath the reading selection.**

Assist any students who may be having difficulty.

SAY   **STAAR A tests have accommodations. A *Pop-up* uses blue dots to show which words you can click. A *Pop-up* may give a definition, a synonym, or a picture of certain words to help you. The *Pop-up* may also give you text from certain parts of a reading selection. *Text to Speech* will not read aloud a *Pop-up.* I cannot read aloud any *Pop-ups* in the reading selection, but I can read aloud *Pop-ups* in test questions if you need this help. To close the *Pop-up*, click the X in the red box or click the word again. Try this now on Sample Question 1. Do you have any questions?**

Answer any questions.

SAY   **Sample Question 1 is an example of a question using paired reading selections. To move from one reading selection to the other, click on the tab at the top of the selection. Each selection will have *Pop-ups*.**

Let's talk about another accommodation called a *Rollover*. This accommodation changes the words in sentences to make them easier to understand. Do you see the small blue box to the right of the question? Click it to see the new sentences. *Text to Speech* will not read aloud a *Rollover*, so if you need me to read it aloud, let me know. To close the *Rollover*, click on the X. Now practice opening and closing the *Rollover*. Do you have any questions?

Assist any students who are having difficulty.

The DO NOT READ icon next to the title of the reading selection indicates that Text to Speech *will not work and the test administrator must not read aloud to students the reading selection or any* Pop-ups *or* Rollovers *in the reading selection.*

The students are not required to read the selections in the sample questions. The purpose of these sample questions is for students to familiarize themselves with the features of the online test.

SAY   **Now we will mark the correct answer for Sample Question 1. Click the circle next to answer choice B. You should see a black dot in the circle next to your chosen answer. You can change your answer to any question by clicking another answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

When students are ready, continue.

SAY   **Now we will look at Sample Question 2. Click the *Next* button until you see Sample Question 2. This is also an example of a question using paired reading selections. Mark the correct answer for Sample Question 2 by clicking the circle next to answer choice A. Do you have any questions?**

When students are ready, continue.

SAY   **Now we will look at Sample Question 3. Click the *Next* button until you see Sample Question 3. This is also an example of a question using paired reading selections, but this time both selections are needed to answer this question. Now we will mark the correct answer for Sample Question 3. Click the circle next to answer choice C. Do you have any questions?**

When students are ready, continue.

SAY   **Now we will practice using the other tools available within the Accessibility Panel. Click the words "Text To Speech" to close the *Text to Speech* panel. Click the word "Zoom." You can use the plus and minus (+/–) buttons or the slider in this box to change the size of the words and pictures on the screen.**

Make your screen larger now. You will see a hand on the screen. Click and drag your mouse to see all the parts of your screen. Try to click on a *Pop-up* or turn the page. Notice nothing happens. To use other tools, click the *Drag*

Screen **button. To reset your screen to the original size, move the slider back to 100 percent. Practice using this feature on your screen.**

Assist any students having difficulty. When all students are ready to continue, make sure Zoom *is set at 100 percent.*

SAY **Click the word "Zoom" to close the Zoom panel. Now click "Color and Contrast." You will see six options that will change the way the screen looks. To change the screen, click the circle next to an option. To go back to the original screen setting or color, click the *Reset* button located under all the options.**

Assist any students who are having difficulty.

SAY **Click the words "Color and Contrast" to close the panel. Now click the words "Place Marker." Click the *Place Marker* button. A yellow place marker should appear at the top of the screen. Click and drag the place marker up or down to help you focus on certain parts of the text. Click the *Place Marker* button to turn it off.**

Assist any students having difficulty.

SAY **Close the Place Marker panel. You have now reviewed all of the features in the Accessibility Panel and can use them at any time during the test.**

As you take the test, be sure to mark your answer for each question. I cannot help you answer any test questions. You must answer them by yourself. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be correct. Now look at the bottom of the screen and find where it says "Flag for Review." You can click the *Flag for Review* button to mark a test question you want to review later.

There are other tools you may use during the test. These tools are at the top of your screen. There is a *Pencil* tool, an *Eraser* tool, and other tools. When you want to use one of these tools, click on the picture of the tool. Click the picture of the tool again to turn it off. Do you have any questions about how to turn the tools on and off?

Optional directions for students who have not completed the STAAR A tutorial or who need a more thorough review of the tools available in TestNav may be found in Appendix C. Assist any students having difficulty.

SAY **Now click the *Next* button until you see a screen with a red STOP sign. Does everyone see the STOP sign?**

Assist any students whose computers are not displaying the screen with the STOP sign.

SAY Click the *Section Review* button at the bottom of the screen. When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?

Answer any questions before continuing.

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may say, for example,* **"I can't answer that for you; just do the best you can."**

> ### *Unless students have an extended time accommodation, read the following.*
>
> **SAY** You will have four hours to complete the test. During the test, I will give you reminders of the time left. All of your answers must be entered before the four-hour time period ends.

SAY While you are working on the test, I will move quietly around the room to make sure you are following the directions and working by yourself. When you finish your test, stay in your seat and let me know you are done. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.

Does anyone have any questions?

Answer any questions before continuing.

SAY If there are no more questions, you may click the *Continue to Test Overview* button, and finally, the *Next Section* button to begin the test.

If you have students who will be taking the test with headphones, say **"You may now put on your headphones."**

At any point during the test session, the test administrator may use these SAY directions or paraphrase to assist students if they have trouble navigating through the assessment or need reminders of how to turn the tools and accessibility features on and off. In addition, the test administrator may read aloud the information presented to the student in the Help *tool.*

Unless students have an extra time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. During breaks, online tests must

be exited and resumed according to the "Monitor Paper and Online Administrations" section of this manual.

After students submit their tests online, they may be allowed to quietly read books or leave the testing room.

After all students have submitted their tests, you must stop the test session. Refer to the "Complete Online Administration Process" section in this manual for instructions for stopping a test session.

You must also collect all student authorizations and any scratch paper, graph paper, or reference materials and return them to the campus coordinator.

UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.

Online Administration Directions for STAAR SOA Grades 6 and 7 Mathematics and Reading, and Grade 8 Science and Social Studies

You must read the **Guide to the Test Administration Directions** on pages 41–44 of this manual before administering any state assessment.

If a student arrives in your test session and you do not have a student authorization for that student, immediately contact the campus testing coordinator.

Read aloud **WORD FOR WORD** the material printed in **bold** type and preceded by the word **"SAY."** You may repeat the directions as many times as needed. The material in *italics* is information meant for you and should not be read aloud to students. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Before you begin the directions, pass out headphones, scratch paper, graph paper, and reference materials as necessary.

SAY **Today you will take the STAAR [SUBJECT-AREA] test on the computer. It is important that you do your best on this test.**

You will take this test using standardized oral administration. This will be called "SOA." SOA tests have tools that can read aloud words in the questions, answer choices, or pictures.

If you are using headphones, make sure they are connected. You will put them on and take them off as you need to during these directions and during the test.

Assist any students who are having difficulty.

SAY **Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. I am going to give a student authorization to each of you. You will use the information on the student authorization to log in to the test. Does anyone have any questions? If so, please raise your hand.**

Answer any questions before continuing. Then pass out the student authorizations.

SAY **Does everyone have a student authorization? If not, please raise your hand.**

Make sure students have a student authorization. When students are ready, continue.

SAY **Now open a browser window from the desktop of the computer.**

Assist any student having difficulty.

SAY **Find the website address on your student authorization. Type the website address into the address bar now.**

You may write the website address on the board.

SAY **Press the *Enter* key. The *TestNav* login screen will appear. Look at your student authorization and find your username. Type the username into the *Username* field exactly as it appears on the student authorization.**

Assist students as needed.

SAY **Look at your student authorization and find the test code. Type the test code in the *Test Code* field exactly as it appears on your student authorization. Raise your hand if you need help entering your test code. Now click the *Login* button. It may take a little while for the test to appear on your computer.**

Check to see if everyone has successfully logged in to the test.

SAY **Look at your computer. Does everyone see the *Standardized Oral Administration* introduction screen?**

Assist any students whose computers do not display this screen.

SAY **Let's look at this screen together. Do you see your name and grade at the top of the screen? If you don't see your name, please raise your hand.**

Assist any students who need help locating this information on the screen. If any information is incorrect, have the student exit the test. After you have completed reading these instructions and the other students have started testing, contact the campus testing coordinator.

SAY **Look at the bottom of the screen. Do you see the blue button that says "Next"? Raise your hand if you do not see the *Next* button.**

*Assist any students having difficulty finding the **Next** button. When students are ready, continue.*

SAY **Be careful when you click buttons on this test. You click the *Next* button to go to the next question. You click the *Previous* button to go back to a question.**

*Assist any students having difficulty with the **Previous** button.*

For mathematics:

SAY **Now click the *Next* button. You will see the reference materials. Click the *Next* button again until you see the graph paper.**

Assist any students having difficulty.

SAY **Now we will look at two mathematics questions. You will use these questions to practice using the tools of this online test. Do you have any questions?**

Answer any questions. When students are ready, continue.

For reading:

SAY **Now click the *Next* button. You will see a selection on the left side of your screen. Click the arrow buttons on the left side of the screen to move through the pages in the selection.**

The students are not required to read the passages in the tutorial questions. The purpose of these tutorial questions is for students to familiarize themselves with the features of the online test.

When students are ready, continue.

SAY **Now we will look at two reading questions. You will use these questions to practice using the tools of this online test. Do you have any questions?**

Answer any questions. When students are ready, continue.

For science:

SAY **Now click the *Next* button. You will see the reference materials. Click the *Next* button again to see the second screen of science reference materials.**

Assist any students having difficulty.

SAY **Now we will look at two science questions. You will use these questions to practice using the tools of this online test. Do you have any questions?**

Answer any questions. When students are ready, continue.

For social studies:

SAY **Now we will look at two social studies questions. You will use these questions to practice using the tools of this online test. Do you have any questions?**

Answer any questions. When students are ready, continue.

SAY **Click the *Next* button and you will see the first question. Does everyone see Tutorial Question 1?**

Assist any students who are having difficulty navigating to the next screen and finding Tutorial Question 1.

SAY **Look at the blue box that includes the words "Text To Speech." You can move this box by clicking on it and dragging it. Now move the box so that it does not cover any words on your screen.**

Assist any students having difficulty finding the Accessibility Panel box with the words "Text To Speech." When students are ready, continue.

SAY **Click the words "Text To Speech" to open a panel of buttons within the box. At the top of the panel are the *Play* button, the *Rewind* button, and the Speaker symbol. Click the *Play* button and you will hear the question and answer choices read aloud. As the text is read aloud, each word will be highlighted. The read-aloud will keep playing until the end of the last answer choice or until you click the *Pause* button. The *Play* button will not read words in pictures or charts. The *Play* button becomes the *Pause* button while text is being read. Click the *Pause* button to stop the read-aloud.**

Assist any students having difficulty.

SAY Click the *Rewind* button to rewind to the beginning. Click the *Play* button to hear the question and answer choices again.

You can increase or decrease the volume by dragging the mouse along the lines next to the Speaker symbol or clicking on the lines next to the Speaker symbol inside the box. Adjust the volume to a level that is comfortable for you.

Assist any students having difficulty.

SAY Below the speaker is the Playback Rate box. Use the plus and minus (+/–) buttons in this box to change how quickly the reader says each word. Clicking the plus (+) button makes the reading faster, and clicking the minus (–) button makes the reading slower.

Below the plus and minus buttons is a bar with an arrow. Click the arrow and slide it to the right or left. You can also use this bar to change how quickly the reader says each word. Use the plus button, minus button, or arrow to set the speed that is best for you and then click the *Play* button.

Assist any students having difficulty.

SAY At the bottom of the blue panel is the *Click to Hear* button. The read-aloud will start where you click and will continue to play to the end of the answer choices. Click the blue *Click to Hear* button and then click on a word in the question or an answer choice. Do you hear the words being read? To turn off the *Click to Hear* button, click the button again.

Assist any students having difficulty. Once students are comfortable with the **Click to Hear** *button, continue.*

SAY Now find the "Words only" checkbox located below the *Click to Hear* button. If you would like to hear only one word at a time, click the *Click to Hear* button and then click the "Words only" checkbox. Now when you click on a word in the question, answers, tables, or picture, it will read only that word. Remember *Words only* will not work unless you also have the blue *Click to Hear* button clicked. To turn off *Words only*, click the checkbox again.

Before you are able to choose an answer choice, you will need to make sure that the *Click to Hear* button is not selected. You will not be able to select answer choices or use other tools if *Click to Hear* is selected. Now practice using *Text to Speech*.

Assist any students having difficulty. When they are finished practicing with Text to Speech*, tell the students to take off their headphones so they can hear the rest of the instructions. Inform students that each time the* Text to Speech *is turned on, they should use their headphones.*

For mathematics:

SAY   **To find the mathematics reference materials and graph paper during the test, click the *Exhibit* window at the top of the screen. The *Exhibit* window looks like two pieces of paper. You may use these materials to answer test questions. Does everyone understand how to use the *Exhibit* window?**

Assist any students who have questions.

SAY   **Now let's answer the question. Read or listen to the question and answer choices and select your answer. The *Click to Hear* button must be turned off in order to select your answer choice.**

Allow students time to answer the question.

SAY   **The correct answer is C. You can change your answer to any question by clicking a different answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

Answer any questions. When students are ready, continue.

For reading:

SAY   **Now we will mark the correct answer for the question.**

Allow students time to answer the question.

SAY   **The correct answer is B. You can change your answer to any question by clicking a different answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

Answer any questions. When students are ready, continue.

For science:

SAY **To find the science reference materials during the test, click the *Exhibit* window at the top of the screen. The *Exhibit* window looks like two pieces of paper. You may use these materials to answer test questions. Does everyone understand how to use the *Exhibit* window?**

Assist any students who have questions.

SAY **To answer some questions on the test, you will need to type your answer in the boxes under the question. You do not have to use all the boxes. Do not leave any spaces between numbers. To delete a number from a box, use the *Backspace* key. Do you have any questions?**

Answer any questions. When students are ready, continue.

SAY **Now let's answer the question. Read or listen to the question and answer choices and select your answer. The *Click to Hear* button must be turned off to select your answer.**

Allow students time to answer the question.

SAY **The correct answer is B. You can change your answer to any question by clicking a different answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

Answer any questions. When students are ready, continue.

For social studies:

SAY **Now let's answer the question. Read or listen to the question and answer choices and select your answer. The *Click to Hear* button must be turned off to select your answer.**

Allow students time to answer the question.

SAY **The correct answer is C. You can change your answer to any question by clicking a different answer. When you change your answer, the black dot will move to the new answer you choose. Do you have any questions?**

Answer any questions. When students are ready, continue.

SAY **Click the *Next* button to go to Tutorial Question 2. Does everyone see Tutorial Question 2?**

Assist any students who are having difficulty navigating to the next screen and finding Tutorial Question 2.

For mathematics:

SAY **Now let's answer Tutorial Question 2. Read or listen to the question and answer choices and select your answer.**

Allow students time to answer the question.

SAY **The correct answer is B. Do you have any questions?**

Answer any questions. When students are ready, continue.

For reading:

SAY **Now we will mark the correct answer for Tutorial Question 2.**

Allow students time to answer the question.

SAY **The correct answer is C. Do you have any questions?**

Answer any questions. When students are ready, continue.

For science:

SAY **Now let's answer Tutorial Question 2. Read or listen to the question and answer choices and select your answer.**

Allow students time to answer the question.

SAY **The correct answer is C. Do you have any questions?**

Answer any questions. When students are ready, continue.

For social studies:

SAY   **Now let's answer Tutorial Question 2. Read or listen to the question and answer choices and select your answer.**

    Allow students time to answer the question.

SAY   **The correct answer is D. Do you have any questions?**

    Answer any questions. When students are ready, continue.

For mathematics:

SAY   **To answer a griddable question, type your answer in the boxes provided. You will need to enter a negative sign in the first box if your answer is a negative number. You are not required to enter a positive sign if your answer is a positive number. You may not need to use all the boxes. Does anyone have any questions about how to record your answer?**

    Answer any questions. When students are ready, continue.

For science:

SAY   **To answer a griddable question, type your answer in the boxes provided. You may not need to use all the boxes. Does anyone have any questions about how to record your answer?**

    Answer any questions. When students are ready, continue.

SAY   **Raise your hand if at any time you have difficulty using the SOA.**

    When students are ready, continue.

SAY   **As you take the test, be sure to mark your answer for each question. I cannot help you answer any test questions. You must answer them by yourself. You may not know the answers to all the questions. If you do not know the answer to a question, choose the answer you think might be**

correct. **You may also use the *Flag for Review* button at the bottom of the screen.**

There are other tools you may use during the test. These tools are at the top of your screen. There is a *Pencil* tool, an *Eraser* tool, and other tools. When you want to use one of these tools, click on the picture of the tool. Click the picture of the tool again to turn it off. Do you have any questions about how to turn the tools on and off?

Optional directions for students who have not completed the SOA tutorial or who need a more thorough review of the tools available in TestNav may be found in Appendix C. Assist any students having difficulty.

SAY **When you are finished with the test, you may use the *Section Review* screen to see if you answered all the questions. You may check your work and make any changes to your answers. Are there any questions?**

Answer any questions before continuing.

> *Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example,* **"I can't answer that for you; just do the best you can."**

Unless students have an extended time accommodation, read the following.

SAY **You will have four hours to complete the test. During the test, I will give you reminders of the time left. All of your answers must be entered before the four-hour time period ends.**

SAY **While you are working on the test, I will move quietly around the room to make sure you are following the directions and working independently. When you finish your test, stay in your seat and raise your hand. I will come to help you close the test and to collect any paper you wrote on during the test. Do not talk to anyone while others are still taking the test.**

Does anyone have any questions?

Answer any questions before continuing.

SAY **If there are no more questions, you may click the *Next* button. You will see a STOP sign. Click the *Next* button again, and then click the *Continue to Test Overview* button, and finally, the *Next Section* button to begin the test.**

If you have students who will be taking the test with headphones, say **"You may now put on your headphones."**

Unless students have an extended time accommodation, begin timing of the four-hour time period now. Record the start time on your seating chart. Refer to the "STAAR Time Limits Policies and Procedures" section of this manual for information on breaks and time-limit reminders. During breaks, online tests must be exited and resumed according to the "Monitor Paper and Online Administrations" section of this manual.

After students submit their tests online, they may be allowed to quietly read books or leave the testing room.

After all students have submitted their tests, you must stop the test session. Refer to the "Complete Online Administration Process" section in this manual for instructions for stopping a test session.

Record the stop time for the session on the seating chart.

You must also collect all student authorizations, and any scratch paper, graph paper, or reference materials and return them to the campus coordinator. You may also collect headphones students may have been provided.

> **UNAUTHORIZED VIEWING, DISCUSSION, DUPLICATION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.**

2015 STAAR Test Administrator Manual—Grades 6–8

Appendix A

Completing Student Identification
Information

Completing Student Identification Information

If you have students in your testing group for whom no answer document has been prepared, students should grid the student identification information on a blank answer document before testing begins, following the directions below. If all your students have a precoded answer document or a precoded label applied to their answer document, proceed to the test administration directions.

Read aloud the material that is printed in **bold** type and preceded by the word **"SAY."** The material in *italics* is information meant for you and should not be read aloud to students.

SAY **Today you will be taking the [SUBJECT-AREA] test of the State of Texas Assessments of Academic Readiness, or STAAR. Before you take the test, you are going to fill out the front of the answer document that you will use. It is important that you pay attention and follow directions. Use only a No. 2 pencil to mark your answer document. If you do not have a No. 2 pencil, please raise your hand.**

Give two pencils to each student who needs them.

SAY **Find the words "LAST-NAME" at the top of your answer document. Print your last name in the row of boxes in this section, starting with the first box on the left. Print only one letter in a box. If there are not enough boxes for all the letters in your last name, print as many letters of your last name as you can. If you have any questions, please raise your hand.**

Check that students are printing their last names in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Find the section labeled "FIRST-NAME." Print your first name in the row of boxes in this section. Print only one letter in a box. If there are not enough boxes for all the letters in your first name, print as many letters as you can. When you are finished, find the column labeled "MI" to the right of the section where you printed your first name. In this box, print the first letter of your middle name. If you do not have a middle name, do not print anything in this box.**

Check that students are printing their first names and middle initials in the appropriate section, one letter to a box. When all students are ready, continue.

SAY **Below the boxes where you printed your name are columns of circles with letters in them. In the first column find the circle with the first letter of your last name. Fill in that circle. Make sure that the mark you make is dark and neat. Be sure to fill in the circle completely. If you make a mistake, completely erase the mark you made and fill in the correct circle. Now do the same thing for the rest of the letters in your last name.**

Check to see that students are gridding the letters correctly. If a student is having difficulty, it may be necessary to help him or her fill in the first few columns. Every attempt should be made to keep students from feeling frustrated by the task and to ensure that the information is accurate. When all students are ready, continue.

> *The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, the student should fill in the empty circle in that position.*

SAY **Some of you may not have used all the boxes to print your last name. Directly under each of these boxes is a circle without a letter in it. For each empty box following your last name, fill in the empty circle below it.**

When all students are ready, continue.

SAY **Now fill in the circles for your first name and middle initial the same way you did for your last name. If you do not have a middle initial, fill in the empty circle in the "MI" column.**

Monitor students as they grid their first names and middle initials. When all students are ready, continue.

SAY **At the bottom of your answer document, print the name of our school district in the space under the words "DISTRICT-NAME." I will print the name of our school district on the board for you.**

Print your school district's name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY **Now print the name of our campus in the space under the words "CAMPUS-NAME." I will print the name of our campus on the board for you.**

Print your campus name on the board. Check that students are printing this information in the appropriate space on their answer documents. When all students are ready, continue.

SAY **Now find the section marked "SEX CODE." If you are a male, fill in the circle with the "M." If you are a female, fill in the circle with the "F."**

When all students are ready, continue.

SAY **Now find the section labeled "DATE-OF-BIRTH." In the space labeled "MONTH," fill in the circle next to the month in which you were born. Print the day of your birth and the last two digits of the year in which you were born in the boxes labeled "DAY" and "YEAR." If you were born before the tenth day of the month, you will need to put a zero in front of the day of your birth. Now fill in the circles below the numbers you have printed. If you have any questions, please raise your hand. When you finish, put your pencil down.**

Monitor students to ensure that they are filling in this information correctly. Then refer to the test administration directions, which begin on page 39.

Appendix B

Oral/Signed Administration

Oral/Signed Administration

NOTE: All references to reading support during an oral administration also apply to signing during a signed administration.

> Before conducting an oral administration, test administrators should read these instructions as well as the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage. If conducting a signed administration to students who are deaf or hard of hearing, test administrators should also read the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, also found on the Accommodations for Students with Disabilities webpage. The campus coordinator will provide training in the procedures specific to an oral administration as outlined in this appendix and the documents referenced above.

For the purposes of this appendix, oral administration refers to the testing accommodation in which a test administrator provides reading support through speech and/or signing to a student who meets the eligibility criteria. The eligibility criteria are located in the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage.

> This appendix applies to oral administrations of STAAR and STAAR L. It also applies to to *Pop-ups* and *Rollovers* for STAAR A. However, it does not apply to SOA.

Oral administrations can include different levels of reading support for each eligible student. The test administrator may

- read parts of the test questions and/or answer choices at student request
- read all test questions and answer choices throughout the test

It is the responsibility of the appropriate team of people at the campus level (e.g., ARD committee, Section 504 placement committee, RTI team, student assistance team) to determine eligibility and document the level of reading support the student needs in the appropriate student paperwork. A student can request a change to the level of reading support provided during testing only if this option is documented.

> Students who meet the eligibility requirements for STAAR A do not have to be eligible for an oral administration. This is an embedded accommodation within STAAR A.

A test may be orally administered to a small group provided that every student in the small group is eligible for an oral administration. It is the responsibility of the district/campus personnel to determine the most appropriate way to group students in order to provide a proper test administration.

Ensure That the Same Test Form Is Used

- If a test administrator is reading **all** test questions and answer choices throughout the test, the test administrator **MUST** have a test booklet with the same form number as the students. Campus testing coordinators are responsible for distributing test booklets with the same form number. For online assessments, the test administrators **MUST** log in to TestNav, using the login information from the proctor authorization (refer to the "Viewing and Printing Authorizations" section of the *User's Guide for the Texas Assessment Management System*). The test administrator can then read aloud the test from his or her own screen.
  - For STAAR, Form 01 is the overage in all shipments. This will most likely be the form that is used for oral administration groupings of STAAR.
  - For STAAR Spanish, multiple form numbers will be sent as overage in all shipments. The test administrator must have a test booklet with the same form number as the student to use for an oral administration.
  - However, for STAAR Spanish grade 5 mathematics and science, there is only one form. Therefore, the test administrator and the students should automatically have the same form.
- If a test administrator reads **parts** of test questions and/or answer choices at a student's request, it is acceptable to read over the student's shoulder. However, if the test administrator reads out of a separate test booklet, the test administrator **MUST** have a test booklet with the same form number as the student. Campus testing coordinators are responsible for distributing test booklets with the same form number. For online assessments, if the test administrator reads from his or her own screen, the test administrator **MUST** log in to TestNav, using the login information from the proctor authorization, to ensure that he or she has the same form as the student.
- For students who are taking a STAAR test in braille and are eligible to receive an oral administration, the test administrator will need the regular-print test booklet that is included with the shipment of braille materials from which to read the test questions and answer choices. Test administers must also refer to the specific braille instructions provided in the braille materials. The specific braille instructions provide information about how a particular braille test differs from the

print version, including information about test questions that have been altered or replaced to ensure that the test is accessible to students who read braille.

Test Security

- All security measures outlined in the STAAR Test Administrator Manuals must be followed.
- Test administrators must be aware that they are viewing secure content and are therefore required to initial and sign an additional section of the Oath of Test Security and Confidentiality for Test Administrator.
- Test administrators may **NOT** respond to test questions, make notes about test questions, or discuss the content of the test at any time. In addition, test administrators may not write notes or calculations in a test booklet.

Test Administration

- When providing an oral administration, it is important to understand that, except for writing tests, any part of the test question and answer choice may be read aloud. This applies to words in the questions and the answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture).
  - Test administrators must understand when they may read aloud all or only certain parts of a state assessment. Instructions for reading aloud different types of test questions for every subject can be found below.
  - For reading tests, only the questions and answer choices may be read aloud to an eligible student. The student must read the selection first. When the student has finished reading the selection, the test administrator may read aloud each test question and then read the answer choices. The test questions and answer choices must be read aloud in the order they are presented. The reading selections may **NEVER** be read aloud to a student.
  - For mathematics, science, and social studies tests, any part of the test may be read aloud to an eligible student. This applies to words in the questions and the answer choices, including words in graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture). The test administrator must read aloud the test questions and answer choices in the order they are presented. The test question must be read aloud prior to reading the answer choices.
  - For writing tests, an oral administration is **NEVER** allowed for any part of the revising and editing passages, questions, or answer choices. However, reading aloud the writing prompt is an allowable test administration procedure for any student who needs this assistance. More information about reading aloud the writing prompt can be found in the District and Campus Coordinator Manual.
  - Required reference materials may be read aloud to an eligible student. This includes the dictionary during reading and writing tests, as well as the state-supplied mathematics and science reference materials.
  - Allowable accommodations may be read aloud to an eligible student. This includes a dictionary or supplemental aid.

- Test administrators must follow specific procedures when conducting an oral administration.
  - Except for writing, test administrators may read aloud any word, phrase, or sentence in the test questions and answer choices as many times as needed. At the end of the test, the test administrator may go back to reread a question and its answer choices at a student's request.
  - When giving an oral administration, the test administrator may wait to read aloud the next question and answer choices until all students are ready to go on. Test administrators may also walk around the room and quietly read aloud the questions and answer choices to students at their own pace.
  - Test administrators must be familiar with content-specific terms and symbols associated with the subject-area tests. This will ensure that the test is administered accurately.
  - Test administrators must not rephrase, clarify, or interpret any test content.
  - Test administrators must keep their voice inflection neutral; however, words that are boldfaced, italicized, or printed entirely in capital letters must be emphasized.
  - Unauthorized verbal and nonverbal assistance may not be provided to students.
  - Test administrators must be made aware of the different levels of reading support that can be provided during an oral administration if applicable to the assessment being administered. For each student receiving an oral administration, the test administrator must know which level of reading support the student is to receive and whether the student can change the level of reading support during testing, based on the documentation in the student's paperwork.

Oral Administration (OA) Code on Answer Document

After statewide testing, OA must be recorded in the ACCOMM. field on the student's answer document or in the Assessment Management System for online administrations, if applicable.

Guidelines for Reading Aloud Various Types of Test Questions

Test questions and answer choices that contain only text may be read aloud in their entirety. Questions and answer choices that contain graphics or other images that include text may also be read aloud but require additional preparation so that they are read in a standardized manner. The guidelines and examples shown here reflect content assessed on STAAR and/or STAAR Spanish from various grade levels and subject areas. Not every type of test question is addressed here; therefore, test administrators are allowed to generalize from these guidelines and examples when reading aloud other types of test questions. Additional guidelines for signing test content to a student who is deaf or hard of hearing is provided in the General Instructions for Administering Statewide Assessments to Students Who are Deaf or Hard of Hearing document.
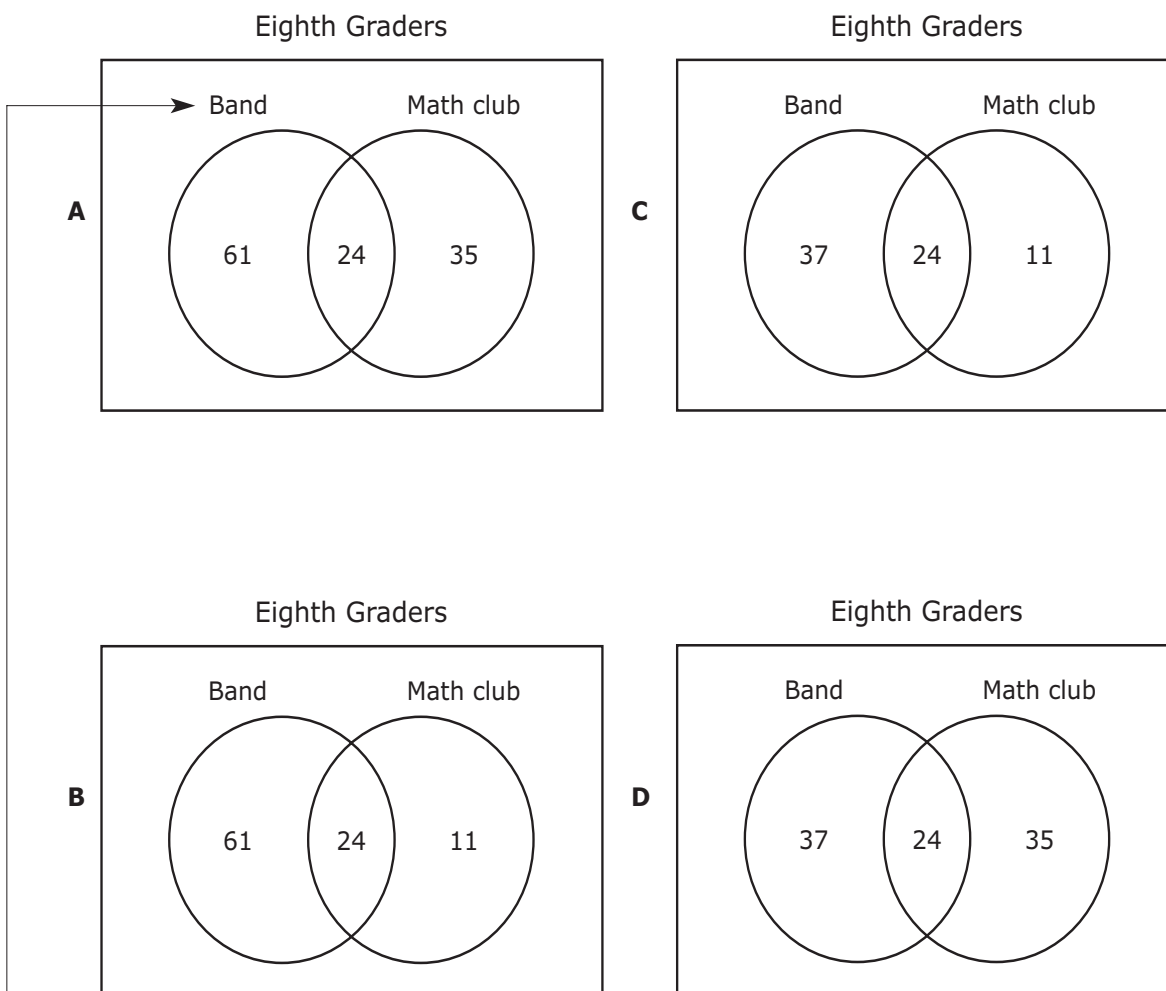
TYPE A

When the answer choices contain graphics (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture), do not name or describe them.

Example

Mathematics

At Travis Middle School, 61 eighth graders are members of the band, and 35 eighth graders are members of the math club. There are 24 eighth graders who are members of both groups. Which Venn diagram best represents this information?
["Look at the answer choices and mark your answer. Tell me whether you would like anything read aloud."]

Eighth Graders

A

Band   Math club

61   24   35

Eighth Graders

C

Band   Math club

37   24   11

Eighth Graders

B

Band   Math club

61   24   11

Eighth Graders

D

Band   Math club

37   24   35

[Example: If a student says, "I can't read this," point to the word and say, "This says *band*." It is NOT allowable to say, "This part of the diagram shows how many eighth graders are in band," because that would be interpreting the diagram.]

TYPE B

When a test question contains a graphic (e.g., table, graph, grid, diagram, map, photograph, cartoon, or picture), say to the student, "Take a few moments to look at the graphic and tell me whether you would like anything read aloud. Then let me know when you are ready to go on."
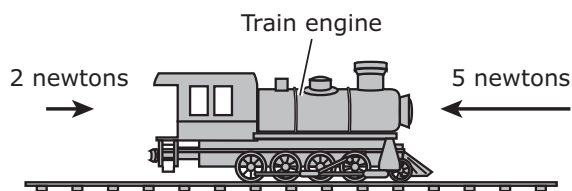
When reading aloud words, numbers, or symbols, do not aid the student in interpreting or analyzing the information since the ability to interpret and analyze is part of what is being tested.

Examples

Science

Side View of a Toy Train Engine

A toy train engine rests motionless on a track. One student begins pushing the engine to the right with a force of 2 newtons. At the same time, another student begins pushing the engine to the left with a force of 5 newtons. Which of the following best describes the resulting motion of the engine?
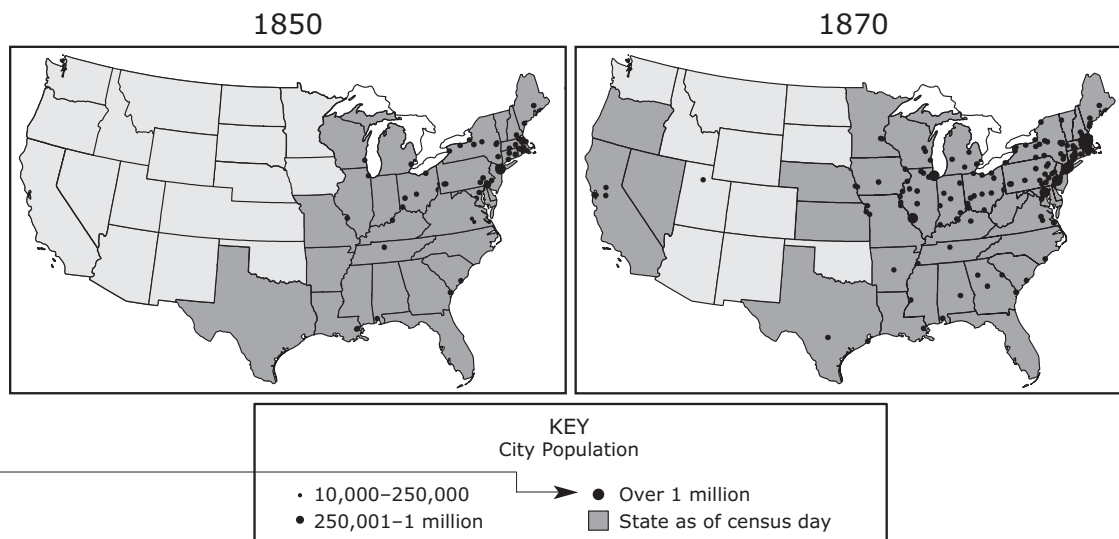**["Take a few moments to look at the picture and tell me whether you would like anything read aloud. Then let me know when you are ready to go on."]**

A   It travels left at a constant speed.

B   It travels left at an increasing speed.

C   It travels right at a constant speed.

D   It travels right at an increasing speed.

[Example: If reading this aloud, say, "*five newtons*." It is NOT allowable to indicate what the arrow underneath represents.]

TYPE B (Continued)

Social Studies

1850

1870

KEY
City Population

· 10,000–250,000   ● Over 1 million
● 250,001–1 million   ▨ State as of census day

Which of these best explains the change in population and distribution of U.S. cities from 1850 to 1870?
["Take a few moments to look at the map and tell me whether you would like anything read aloud. Then let me know when you are ready to go on."]

A   The passage of homesteading legislation

B   The admission of new states to the Union

C   The expansion of the railroad system and increased industrialization

D   The emancipation of slaves after the Civil War

[Example: If a student needs help reading this, point to the words and say, "This says _over one million_." It is NOT allowable to say, "The largest dot means over one million," because that would be interpreting the key to the map.]

TYPE C

When a test question contains a text box (e.g., formula, scale, excerpt, quote from the selection, or caption), you may read aloud the text. Do not interpret or analyze any of the information.

Examples

Reading

Read lines 44 and 45 from the poem.
[You may read aloud the boxed text in its entirety.]

> Instead, I hear winds whisper:
> *Free land! You made a choice.*

The poet uses personification in these lines to show that the winds —

A are important to frontier life

B seem to taunt the speaker

C serve as a symbol of the speaker's anger

D blow gently and quietly on the frontier

Mathematics

The circumference of a garden in the shape of a circle is 32 feet.
[You may read aloud the boxed formula in its entirety. Say, "C equals two, pi, r. Circumference of a circle equals two times pi times radius."]

$$C = 2\pi r$$

Circumference of a circle $= 2 \cdot \pi \cdot \text{radius}$

Which expression best represents the radius of the garden?

A $\dfrac{32}{\pi}$
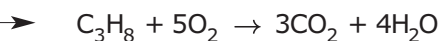
B $\dfrac{32}{2\pi}$

C $32 \cdot 2\pi$

TYPE D

When content-specific terms and symbols appear in a test question or answer choices, read them in the same way the student hears them in daily instruction. This will ensure that the test is administered accurately. (The examples shown are only samples. Many other content-specific terms and symbols exist.)

Examples

Science

$$C_3H_8 + 5O_2 \rightarrow 3CO_2 + 4H_2O$$

How many different elements are involved in the reaction shown above? Record and bubble in your answer on the answer document.

[Example: If reading this aloud, say, "C three H eight plus five O two symbol three C O two . . ." It is NOT allowable to indicate what the arrow represents...]

Mathematics

The circumference of a circular garden is 32 feet. Which of the following expressions best represents the radius of the garden?

A $\dfrac{32}{\pi}$ ←   **[Example: If reading this answer choice aloud, say, "A, thirty-two over pi."]**

B $32 \cdot \pi$

C $\dfrac{32}{2\pi}$

D $32 \cdot 2\pi$ ←   **[Example: Say, "D, thirty-two times two pi."]**

Appendix C

Optional Directions for the General Tools Available in TestNav

Optional Directions for the General Tools Available in TestNav

The following directions are for students who have not completed the STAAR L, STAAR A, or SOA tutorial or who need a more thorough review of the tools available in TestNav.

Read aloud the material that is printed in **bold** type and preceded by the word **"SAY."** The material in *italics* is information meant for you and should not be read aloud to students.

SAY   **Look at the tool that has a red X on it at the top of the screen. It can help you cross out wrong answers. To remove the red X, click the answer again. Does everyone see this tool?**

Point to this tool in the upper left corner of the computer screen. Assist any students having difficulty locating this tool.

SAY   **You can mark words or sentences by using the Highlighter tool. Find the *Highlighter* tool at the top of the screen. It looks like a yellow marker.**

If you want to take away marks that you make with the highlighter, you can use the *Eraser* tool. The *Eraser* tool is at the top of the screen and looks like a pink eraser. Does everyone see the *Highlighter* tool and the *Eraser* tool?

Point to the Highlighter *and* Eraser *tools in the upper left corner of the computer screen. Assist any students having difficulty locating and using these tools.*

SAY   **You can use the *Pencil* tool to make marks on the screen. Find the *Pencil* tool at the top of the screen. It looks like a green pencil. You can erase pencil marks with the *Eraser* tool.**

You can use the *Notepad* tool like scratch paper to write your ideas. Find the *Notepad* tool at the top of the screen. It looks like a notebook.

Point to the Pencil *and* Notepad *tools at the top of the screen. Assist any students having difficulty locating and using these tools.*

SAY   **Now look at the bottom of the screen and find where it says Flag for Review. You can click the *Flag for Review* button to mark a test question you want to review later.**

Point to the Flag for Review *button.*

For STAAR L:

SAY **Now find the letters A, B, C, and so on at the bottom of the screen. When you click the *Flag for Review* button, a yellow flag will appear above the letter of the question you are working on. For example, if you are working on Sample Question C and click the *Flag for Review* button, you will see a yellow flag above the letter C.**

For STAAR A:

SAY **Now find the numbers 1, 2, 3 and so on at the bottom of the screen. When you click the *Flag for Review* button, a yellow flag will appear above the number of the question you are working on. For example, if you are working on Sample Question 3 and click the *Flag for Review* button, you will see a yellow flag above the number 3.**

Point to these as necessary and assist any students having difficulty.

SAY **You may also click the *Section Review* button at any time to look at questions you flagged for review. Does everyone see the *Section Review* button? If you click the *Section Review* button, you will need to click the blue X to return to where you were in the test.**

After helping any students who need it, continue.

For mathematics:

SAY **You can use the *Dot* tool to put dots on the screen. Find the *Dot* tool at the top of the screen. It looks like a circle. You can erase dots with the *Eraser* tool.**

Point to the Dot *tool on the toolbar. Assist any students having difficulty locating this tool.*

SAY **You can use the *Line* tool to draw lines on the screen. Find the *Line* tool at the top of the screen. It looks like a line. There are two types of lines you may choose. After choosing a line, move the mouse to where you want to start and click and hold down the mouse button. Move across the screen to where you want the line to end. Then let go of the mouse button.**

Point to the Line *tool. Assist any students having difficulty locating this tool.*

Appendix D

Security Oaths

State of Texas

County of _____

2015

Oath of Test Security and Confidentiality
for Test Administrator

This oath applies to all state assessments.

For All Test Administrators: Complete this section **before** handling any secure test materials

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following by initialing to the left of the statements below and including the date where applicable:

(Initial each statement.)

_____   I have received training on test administration procedures, and I understand my responsibilities concerning the administration of state assessments;

_____   I am aware that testing procedures require me to actively monitor during test administrations;

_____   I understand my responsibilities as a test administrator, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;

_____   I understand my obligations concerning the security and confidentiality of state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

_____   I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the _____ day of_____, 20_____.

_____   _____   _____
Signature of Test Administrator   Printed Name of Test Administrator   County-District Number

_____   _____   _____
District Name   Campus Name   Area Code/Telephone #

For Test Administrators Authorized to View Secure State Assessments

Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration of paper tests, transcribing student responses from the test booklet, and particular accommodations, including linguistic accommodations. As a reminder of this responsibility, these individuals are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below.

_____   I have not and will not divulge the contents of the test, generally or specifically.

_____   I have not and will not copy any part of the test.

I do hereby certify, warrant, and affirm that I will fully comply with all the requirements governing the student assessment program.

_____   _____
Signature of Test Administrator   Date

State of Texas
County of _____

Oath of Test Security and Confidentiality
for Technology Staff

FOR ALL TECHNOLOGY STAFF: Complete this section **before** accessing any secure test materials.

I do hereby certify, warrant, and affirm that I will fully comply with all applicable requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

_____   I have read the test security and confidentiality policies in the test administration materials, and I understand my obligation to maintain and preserve the security and confidentiality of all tests.

_____   I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of this information.

_____   I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

_____   I am aware that release or disclosure of confidential test items could result in prosecution under the Texas Education Code, Government Code, Administrative Code, and/or Penal Code.

I do hereby further certify, warrant, and affirm that I will comply with all requirements concerning test security and confidentiality.

Signed on this the _____ day of_____, 20_____.

_____   _____   _____
Signature of Technology Staff   Printed Name of Technology Staff   County-District Number

_____   _____   _____
District Name   Campus Name   Area Code/Telephone #